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FIRST DISTRICT NORMAL SCHOOL BULLETIN



KIRKSVILLE, MO.

JUNE, 1915

WORKING CALENDAR

1915-16

| | |
|--|-----------------|
| Classification of Students..... | Tues., Sept. 7 |
| Class Work Begins..... | Wed., Sept. 8 |
| Fall Term Ends..... | Wed., Nov. 24 |
| Winter Term Begins..... | Tues., Nov. 30 |
| Adjournment, Winter Vacation, 3:00 p. m..... | Wed., Dec. 22 |
| Session Resumes..... | Tues., Jan. 4 |
| Winter Term Ends..... | Tues., Feb. 29 |
| Spring Term Begins..... | Tues., Mar. 7 |
| Baccalaureate Sermon..... | Sun., May 21 |
| Spring Term Ends..... | Wed., May 24 |
| Summer Term, Program Making..... | Wed., May 31 |
| Summer Term, Class Work Begins..... | Thurs., June 1 |
| Summer Term Ends..... | Thurs., Aug. 10 |

SPECIAL ANNOUNCEMENT

The following numbers of the monthly Bulletin for 1915 may be had free on application:

January—History and Government.

February—German.

March—Summer Term Announcements.

April—Latin.

May—Art.

BULLETIN
OF THE
FIRST DISTRICT NORMAL SCHOOL
KIRKSVILLE, MISSOURI

FOUNDED BY JOSEPH BALDWIN
AS THE NORTH MISSOURI NORMAL SCHOOL, SEPTEMBER 2, 1867
ADOPTED AS THE FIRST DISTRICT NORMAL SCHOOL, DECEMBER 29, 1870
UNDER ACT OF THE GENERAL ASSEMBLY, APPROVED MARCH 19, 1870
OPENED AS THE FIRST DISTRICT NORMAL SCHOOL, JANUARY 1, 1871

VOLUME XV NUMBER 6

JUNE, 1915

Published Monthly by the
First District Normal School

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Graduate, Normal School, Kirksville.
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-TEACHING SCHOLAR IN MUSIC.
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Student, Teachers College, St. Louis, one year; Student, Museum of Fine Arts, St. Louis, one year; A. B. in Education, Normal School, Kirksville; graduate studies, Columbia University; studies, Art Institute, Chicago.
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ON BULLETINS: Mr. Violette, chairman; Messrs. Gebhart and Heyd, Misses Emery and Lyle.

ON POSITIONS: Mr. Cosby, chairman; Messrs. Burrows, Settle and Kingsbury, Miss Savage.

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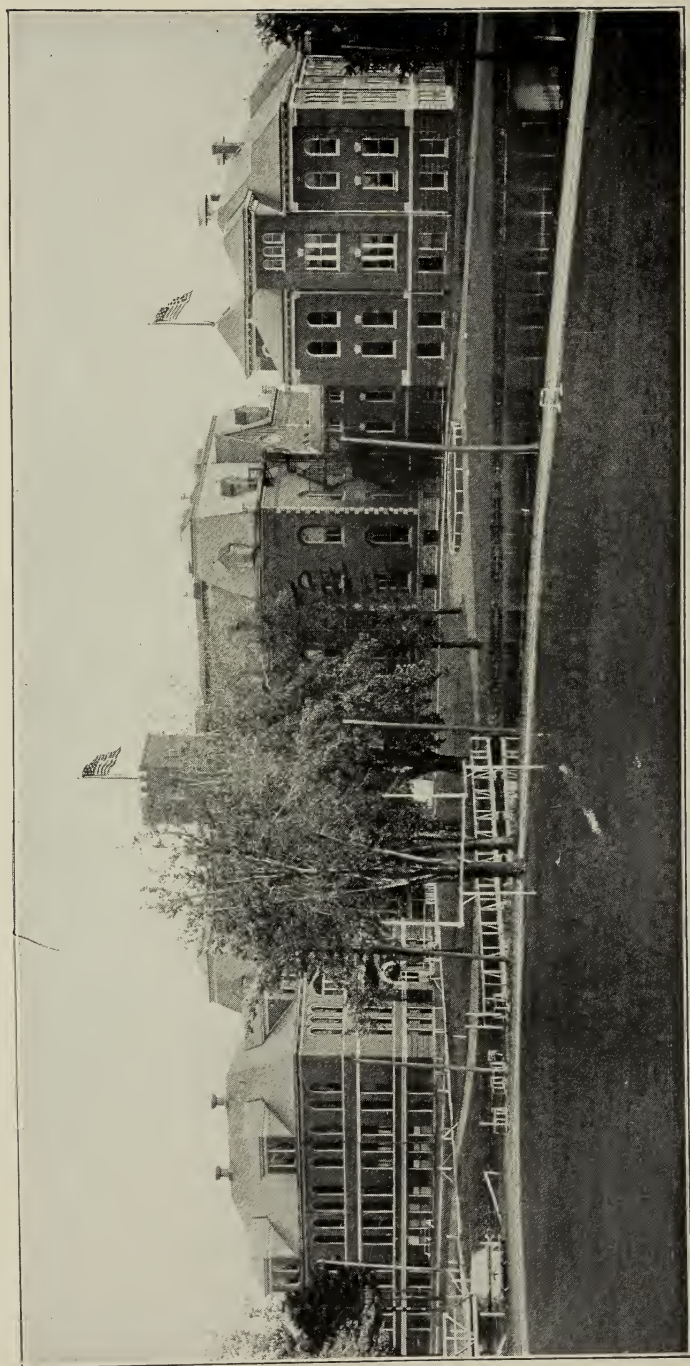
ON EXTENSION COURSES: Mr. Settle, chairman; Misses Barnes and Lane, Messrs. Violette and Stokes.

ON PUBLIC ENTERTAINMENTS: Mr. Heyd, chairman; Misses Dockery and Savage, Messrs. Noyer and White.

SPECIAL COMMITTEE ON MISSOURI HISTORY PAGEANT FOR MAY, 1916: Mr. Violette, chairman; Misses Lyle, Parrish, Dockery, Messrs. Gebhart and Heyd.



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PHOTOGRAPHIC VIEW OF BUILDINGS

ORIGINAL BUILDING, BALDWIN HALL, IN CENTER, COMPLETED IN JANUARY, 1873

LIBRARY HALL, AT LEFT, COMPLETED IN DECEMBER, 1901

SCIENCE HALL, AT RIGHT, COMPLETED IN MAY, 1906
MODEL RURAL SCHOOL, MANUAL ARTS HALL, SCHOOL FARM, GREENHOUSE AND SCHOOL GARDENS AT THE REAR.

MONTHLY BULLETIN

FOREWORD

The Normal School at Kirksville in its first year, 1867-8, had all told 140 students. In the year 1914-15, just closed, it had, exclusiv of Practice School children, a total attendance of 1620 with an average number belonging of 750. In 1867-8, the school year coverd four terms of ten weeks each. It is now four terms of slightly more than eleven weeks each.

The institution at the opening of this, its forty-ninth year, has national recognition as one among the best of the Twentieth Century Normal Schools in our country. From the days of its beginnings to the present time, it has contended for the highest attainable standards. Of late, it has emphasized somewhat more than other similar institutions a determind policy to give such preparation of professional teachers as will enable them to enter their profession on an equality with the graduates of medical colleges, law schools, and other professional and technical institutions whose graduates are universally recognized as qualified for permanent professional service.

This does not mean that the Normal School graduate as such has reacht a static or non-plastic condition of mind. It takes into account the fact that the genuin teacher in service as well as the intending teacher is in a state of constant transitions, never expecting to become a finisht product but always aspiring and struggling to attain higher professional skill and ability.

The Twentieth Century Normal School is highly cosmopolitan. It furnishes opportunity for its students to differentiate naturally into many kinds and classes of teachers. The purpose is that these teachers with the final Normal School diploma in their possession shall ever afterward, because of their attainments, deserv permanent professional recognition without being in any manner reconstructed, re-taught, or re-certificated by any other institution of higher learning. The assumption, of course, is that such professional teachers will be habitually and constantly growing, that large numbers of them will voluntarily, but not necessarily, be pursuing courses in the institutions having the best facilities for graduate study.

This Normal School having its field in the great agricultural region of Northeast Missouri announces among other things a distinct educational platform to this effect: That the children of the rural and village schools deserve to be taught by as scholarly and skilful and mature teachers as the children in the various forms of the great city schools from kindergarten to junior college inclusive; and by far the greater part of the energy of the institution is devoted to the preparation of teachers for the rural and village schools.

Special attention is called to statistics of the graduates and students of 1913-14 given on pages 28-30. These data make somewhat clear the large variety of positions held by students and graduates of the institution. They indicate too that it pays to be a good teacher. In years gone by, it was quite common for the Normal School graduate to teach from three to five years and then change over into a more lucrative and satisfactory profession or occupation. It is not so now. On the contrary, many men and women, of good general preparation, who began life in other professions or occupations are nowadays, at the age of twenty-five to forty, coming back into the Normal School, rounding out good academic attainments, securing thorough professional preparation under favorable conditions, and entering the teaching profession as their final vocation. This is the new trend toward that profession which enables its members not only to render great service but also to put the most into their own prosperous and happy lives.

ENTERING SCHOOL

When to Enter. All students entering for the fall term should, if possible, get into Kirksville Monday, September 6, and complete boarding house arrangements. Tuesday, September 7, will be devoted to the making of programs. It becomes more and more necessary for students to enter each term on the first day of the term.

Credit for Work Previously Done. Studies taken in other good schools are accredited. Each student is expected to begin studies in this institution at points where the studies were discontinued elsewhere. If the student can not pursue successfully the new studies, he will, of course, desire to change over into classes of such advancement that the studies can be carried successfully. The faculty will insist on such action.

Prepare Credentials in Advance. The special request is made that students write to the registrar several days or weeks in advance and secure a blank in which to have all of their high school and college credits inserted so that on presenting themselves for entrance and program making at the Normal School, they may be able to show faculty members with the utmost definiteness just where their former studies left off and just where their new ones ought to begin.

It is necessary nowadays for the student on entering any school or college for the first time to have a correct and definite statement showing what has been done in other schools—first the number of months of attendance in such schools above the eighth grade; second, each study pursued, the number of months spent in such study, the number of periods per week, the length of periods, etc., etc.; third, if possible, the number of units of credit secured in studies of high school grade and the number of semester hours of credit in all studies of college grade.

The Making of Daily Programs. Students show by their credentials from other schools and by their oral statements the points at which they left off their studies in other schools and the points where it is safe for them to begin their studies here.

Faculty Members Make Programs. All members of the faculty are to be in the men's gymnasium from 8 to 12 a. m. and from 2 to 5 p. m. on Tuesday, September 7, for the purpose of assisting students in making their programs. The entire procedure is very simple. No student will feel lonesome for many minutes, because there will be several hundred others who will also be new to the situation. The former students are so sociable and agreeable that the new student soon feels very much at home. Faculty members and president and dean and registrar and clerks are all very easy to approach. Indeed, the new student can hardly avoid coming into contact with some of these representatives of the institution. It is the purpose of all of us to greet the new students as in memory we recall the greeting which we ourselves received from genial and friendly teachers in the years gone by.

Beginning of Classroom Exercises. Recitations or classroom exercises begin, according to the daily program, at 8 a. m. Wednesday, September 8. It is very important to enter classes at that time. Entering later is bound to mean some loss both to the individual students and to the class. It is during this first

day in the classrooms that students learn definitely what textbooks they should purchase. It is not a good thing to purchase textbooks or supplies until after the first day in the classes.

The Student's Official Program. The student's official program is issued in duplicate over the signature of the president of the institution. Prior to the issuance of such program, the student must secure a receipt from the registrar of the institution, showing that the proper incidental fee has been paid.

Textbooks. It is deemed worth while to inform students that they should not purchase textbooks until after the first classroom exercises. It is well to bring textbooks and reference books formerly used and studied. These will be useful.

Incidental Fee. Incidental fee is \$7.00 for the first term and \$6.00 for each succeeding term within a period of twelve months. No program is made until the incidental fee is paid. The registrar is at the president's office and will collect the incidental fees and give receipts for the same.

No Return of Fee. It should be distinctly understood that incidental fees are not under any circumstances returned or made to apply for any term excepting that one for which the student is matriculated.

Value of the Daily Program Card. Students should take special care of the daily program card. It shows payment of the incidental fee. It contains certain agreements which the student by his signature has promised to keep. It must be exhibited to the teacher of each class that the student enters. It must be exhibited at the office when any alteration is desired in the student's program. It must all the time be identical with the duplicate which is kept on file in the president's office.

Rooms and Meals. Rates for rooms either for men or for women vary from 50 cents to \$3.00 per week per student. Meals cost from \$3.00 to \$4.00 per week. Payments are usually required in advance. Rooms for light housekeeping range in price from \$5.00 a month for two persons in one room to \$13.00 a month for two persons in two rooms, one furnished as a kitchen and dining room, the other as a bedroom and study.

Three important rules govern rooming houses:

1. Rooming houses must be exclusively for men or exclusively for women.
2. Osteopathic treatments for women students in rooming houses must be chaperoned.

3. A parlor must be provided in all houses for young women.

Inquiries for rooms, either for men or for women, should be address to Mrs. Jo Walker Humphrey, Adviser of Women.

Leaving Town. Students on enrolling sign agreement that they will not during the term leave Kirksville without permission from the president or dean of the school. This is very important to the student, to the student's family, and to the institution. Usually from twenty to forty students wish to leave town for part of the time between Friday afternoon and Monday morning. But regardless of where students may be the telephone, the telegraph and the mail bring daily inquiries to the president's office seeking to find out where they may be found. It is, therefore, highly important that the students' whereabouts be known by representatives of the institution.

Social Entertainments. Each student in the daily program card agrees not to attend dances or other social parties on Monday, Tuesday, Wednesday, or Thursday afternoons or nights during the school term excepting by special permission of the dean or president of the institution.

Many unhappy results and many bitter experiences have led to somewhat positiv regulations of social entertainments. The young women are more subject to wasteful social engagements than the young men. The irresponsible young man with an automobile is much in evidence. Some of the worst of these young fellows come from the small towns. The joy ride, the motion picture and the free-for-all dance are constantly menacing the young women who happen to be away from home. The telephone is the ever-ready instrument whereby young rascals with time on their hands entice the young women from their studies.

There are many illustrations of young students losing their heads during the first week away from home for educational purposes. It is deemd necessary, therefore, to notify the young entering students that they must not be caught in the nets of idlers that infest all prosperous communities.

School Life a Great Family. If the young new student could only realize it, the social life of a great school like this one is highly enjoyable and always beneficial. It is in the big crowd of wholesome minded students of all ages that everyone is put on his best behavior. It is in the small circle and in the groups of fours and twos that the danger lies. If anybody reading this

bulletin should think these warnings fanciful or needless, we beg leave to mention that such individual is either ill-informed or lacking in wholesome attitudes of mind.

Enrolling in the Practice Schools. Parents wishing to have their children enroll in the Practice Schools or the Rural School should see Miss Susie Barnes, Director of the Practice Schools, or Miss Florence M. Lane, Director of the Model Rural School. This may be done Tuesday, September 7. Both city and rural children may be enroll in the general Practice Schools. Only rural children will be enroll in the Model Rural School.

Employment Bureau. Each quarter quite a large number of young men make at least a part of their way by doing various kinds of work outside of school hours. This work ranges from odd jobs to more or less permanent positions. Some of the very best students are in this way enabled to prolong their stay in school. They receive about 15 cents per hour. A committee places the students in touch with employment. However, students should not expect to make all their expenses this way. For further information write Professor J. W. Heyd, Kirksville, Mo.

Women students who desire to reduce expenses by regular work in private families or in boarding houses, should communicate with Mrs. Jo Walker Humphrey, Adviser of Women. The schedule in force requires three hours of work a day in return for three meals a day. Rooms are paid for in work at the rate of $12\frac{1}{2}$ cts. an hour. It is advisable for a girl who is working for her board not to plan a full program.

Rest Room. The Girls' Rest Room, which serves also as headquarters for the Young Women's Christian Association and as an office for the Adviser of Women, is a delightfully comfortable room, used alike by the girls of the school and by the faculty women. This is the room where the girls get acquainted with each other, and where the atmosphere is as nearly like that of a home as is possible in a room used daily by several hundred girls.

Financial Aid. The Federation of Women's Clubs of the state of Missouri assists a small number of girls thru high school and college each year. A portion of their fund is sometimes available for a young woman student in this school. The Monday Club, an organization of women in Kirksville, helps to pay the expenses of at least one girl thru the Normal School each year. The Y. W. C. A. stands ready to help a girl in an emergency, but does not make large loans. The Senior class of 1912 founded a

Student Aid Fund, a portion of the interest of which is available for either men or women. All of these loans are to be paid without interest when the student gets a position as a teacher.

VOLUNTARY ACTIVITIES

The Y. W. C. A. The Young Women's Christian Association is a branch of the National Y. W. C. A., organized for the purpose of keeping students who are away from their homes and from their own churches in close touch with religious work. A devotional meeting, conducted by the girls, is held in the Y. M. C. A. room every Wednesday afternoon. A training class is held in the spring quarter for leaders of Eight Week Clubs, who are planning to form these social service organizations in country communities. Classes in the study of the Bible and of foreign missions are usually taught in the fall or winter terms. The social needs of the girls are met by frequent afternoon teas, occasional parties, picnic breakfasts and suppers in the woods, a membership banquet and a May morning breakfast. The work of the association is financed by the Y. W. C. A. Supply Stand, which sells classroom necessities at a small profit. The rooms of the Y. W. C. A. are close to the library and are freely used by all women students, whether members of the association or not. Delegates from the association are sent to the state conferences, also to the National Conference at Estes Park, Colorado, the association thus keeping in close touch with the world-wide movement.

The Y. M. C. A. The Young Men's Christian Association of this school includes in its membership the majority of the men, both students and faculty members. It is affiliated with the National Y. M. C. A. It is considered a great steadying influence in the lives of the young men, and a great practice school for the development of power in social and religious leadership. To achieve its threefold purpose of stimulating spirit, mind, and body growth, it includes in its regular activities the following:

1. Weekly devotional meetings in which all may participate.
2. Group meetings for Bible study, mission study, and the study of student problems.
3. Occasional lectures by prominent men on choosing a profession, sex hygiene, etc.
4. One of the highest class lyceum courses in the state.
5. Opportunity for social service, such as singing in factories,

jails, poor-houses, and sick rooms; gospel team campaigns in near-by towns; evangelistic campaigns within the school, etc.

6. Banquets, stag socials, joint socials with the Y. W. C. A., hikes, bonfire suppers, stunt programs, etc.

7. The sending of ten men annually to the great Student Conference Camp at Lake Geneva, in Wisconsin, and the sending of smaller delegations to the yearly state convention.

Camp Fire Girls. During the ages down to the time of our grandparents, woman's work—weaving the cloth, making the garments worn by the family, preparing the food—was done in the home. Our generation witnesses a great change. Women's work has left the home and become a community affair done chiefly in factories. But woman has followed her work. The result fundamentally alters her adjustment to the world.

To teach girls to do team work in this new relation and to restore and foster the home spirit, so that it may yet dominate the community, is the purpose of the Camp Fire Girls' organization which uses beautiful ceremonials and bases rank and honors on personal attainment and merit. It deliberately aims to promote happy social life. Meetings are frequently held by a Camp Fire at the lake side or in the woods. There are seven groups of Camp Fire Girls in this Normal School.

Boy Scouts. Since the Boy Scout Movement started five years ago, five hundred thousand boys have enlisted. Each boy is drawn out of doors and into enjoyment of wholesome recreation. The irresponsible gang is transformed into the directed group for utilization of the instinct for adventure. The boys learn to be trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent; for these are the twelve statutes of the Scout law, and there is also much good fun in it. Altogether the Boy Scout Movement is one of the most intelligent and beneficent agencies for directing the growth of young boys thru wholesome, systematized recreation and service.

Literary Societies and Clubs. Attractive opportunities are offered to every student enrolled in this school to join and participate in the activities of the various literary and departmental societies and debating clubs. Although these organizations are under the constant direction of some member of the faculty, all initiative and actual leadership is left to the students themselves. In the regular weekly meetings of these societies, there is furnished excellent motivation for many kinds of classroom work. Mem-

bership is usually limited to twenty-five or fifty active members; vacancies are filled by election, to which any student is eligible when he has shown special ability or interest. During the year, 1914-15, the following societies maintained active organizations:

The Senior Literary Society, the Elizabeth Barrett Browning Club, the Dramatic Society, the Rural Sociology Club, the Mathematics Society, the Latin Club, the Historical Society, the Websterian Debating Club, the Ciceronian Debating Club, the Demosthenonian Debating Club, the Claytonian Debating Club.

Rural Sociology Club. All students who are interested in rural life and education are welcome to join this club. It holds weekly meetings in the Model Rural School building. Subjects pertaining to rural life and interests are considered. The purpose is threefold: First, to give students an opportunity to discuss country life problems and to present their own difficulties for the advice of others; second, to give them a model for club activities in country districts; third, to enrich the social life of students having common interests.

The Rural Life Conference. This institution holds annually in October a Rural Life Conference lasting three days. Last year five hundred out of town visitors, including teachers, farmers, ministers, county superintendents and other leaders and experts were in attendance. Five county teachers' associations were held with the Conference in 1914 and as many or more will do the same this year. Speakers of local, state and national reputation appear on the program, several being already engaged for this fall. Features of the program for 1915 will be: A Rural Life Play written by students in the English Department and given by the Dramatic Club of the school; Department for Rural Schools; Rural Churches; Rural Organizations such as the Grange, Clubs, Boy Scouts, Camp Fire Girls, etc.; and Rural Social Leaders including ministers and Y. M. C. A. workers. "Demonstration" will be the keynote. Hence demonstrations in Rural Education, Recreation, Sanitation and Health, Rural Economics, etc., may be seen as well as county school exhibits.

The Kirksville School and Home Garden Association. The Kirksville School and Home Garden Association is fostered by this school. It is an organization under the auspices of the local Parent-Teacher Association. Three members of this faculty are active members of the Garden Association and others are interested.

All children of the city may become members and are assisted in getting land for gardens, are instructed in planning and in planting their gardens and in marketing produce. The gardens are inspected regularly and reports of progress made. Approximately two hundred children have gardens at present and tho this has been an unfavorable season reports show that several hundred dollars' worth of produce will be sold and many other benefits derived. A garden exhibit will be held in the fall.

The aims of the Association are stated as follows: To make the waste places of the city beautiful; to bring the children into a knowledge of gardening for pleasure and for profit; to teach the dignity of work; to emphasize our dependence upon the soil; to teach a love for nature; to teach the children to be diligent, to cherish honor, to regard the rights of others, and to have an ambition to be useful.

The garden work is combined with supervised play on the playground and thus makes an ideal arrangement for children during vacation.

This school believes that the garden movement will find favor in many communities of Northeast Missouri.

ENTERTAINMENTS

Y. M. C. A. Lecture Course. For about eighteen years the Young Men's Christian Associations of the Normal School and of the American School of Osteopathy have maintained during the Winter Term a high grade lecture course of five or six numbers. Inasmuch as the associations have undertaken this work for the purpose of furnishing entertainment and instruction and not to make money, they have made the course as strong and extensive as the patronage would from time to time justify. The course for the last few years has been especially marked for its attractiveness and value. All the talent for 1915-16 has not been selected as yet, but it will include the following: October, Alice Neilsen; November, Francis Wilson; December, Hamilton Hill or Hamilton Wright Mable; January, Metropolitan Grand Quartet; February, Ernest Gamble Concert Company.

Operas. The Music Department will present thru its Opera Study Class and the Festival Chorus five works:

End of Fall Quarter, Grand Opera, *Il Trovatore*, Verdi.

Winter Quarter, Spectre Knight, Light Opera, by Collier.

(Available for Lyceum Engagements, out of town, after October 1st).

End of April, Eighth Annual Spring Festival of Music, Last Judgment, by Spohr; Seasons, by Haydn.

Summer Quarter, 1916, Grand Open Air Production of Richard Wagner's Tanhauser.

Dramatic Club. Organized for the purpose of presenting plays that are worth while and which can stand the test of both literary and moral analysis. Also for the purpose of giving experience to those who will have to conduct or stage plays for the Public Schools of the State.

Plays contemplated: Fall Quarter, Misanthrope, by Moliere. Winter Quarter, Shakespeare's Funeral, in commemoration of the tri-centennial of Shakespeare's death. Spring and Summer Quarters, Modern Plays from American, French, German and Irish Playwrights.

The Coburn Players. For five years the Coburn Players have each summer given three dramatic performances on the campus. Most of these have been Shakespeare's plays. Next summer the company will return and give two Shakespearean dramas and one other.

Athletic Contests. Organized under the Head of the Department of Physical Education. The School is a member of the Missouri Intercollegiate Athletic Association. Contests with other members of this Association: Fall Quarter, Football schedule; Spring Quarter, Baseball, Track Meets (High School, County, Rural, and Intercollegiate).

Pageant. In the Spring Quarter, at the close of the Term, will be held the great Historical Pageant of the Settlement and Development of Missouri.

DEMONSTRATION SCHOOLS

There are at least two types of rural demonstration schools in use by state normal schools in the United States. One type located on the campus of the institution is supported and managed entirely by the state. Its building and equipment are ideal as well as the instruction. Farm children are transported to and from this school. Such a school has the advantage of being easily accessible to faculty, students and visitors. It is a laboratory for experimentation. The Model Rural School on the Kirks-

ville campus is of this type. It is the pioneer. It has been maintained for eight years and is a "model" in every respect.

The other type is usually located out in the country a few miles from the institution. It is supported chiefly or wholly by the local district. The county superintendent and the Normal School act in an advisory capacity in choosing the teacher, planning the course of study, setting the experiments, supervising, and assisting in community work and leadership. The building and equipment are usually not ideal. The advantages are in having a school in the open country under ordinary rural conditions, with a community conscious of the problems and willing to try out experiments for rural school betterment. In 1914 this Normal School made tentative arrangements with three rural districts lying near Kirksville to establish demonstration schools of this type. Some of the problems for first consideration are school room practice, physical equipment, playground work, agriculture and school gardening, sanitary devices and social activities for each community. The benefits are, first, a better school for the community and, second, an opportunity for students of the Normal School to see rural problems in the process of solution under average conditions. Students in the Department of Rural Education visit each school from time to time.

The Vacation School. Among the ideals which dominate in modern education, that of the vacation school holds a prominent place. The casual questioner asks, "Why should children be obliged to attend school in hot weather?" or, "Should they not be allowed to do as they please in vacation time?"

The scientific educator has been investigating what boys and girls do when no summer school is provided as well as this very point of letting them choose their own occupations. It has been observed that when school doors are shut, hundreds of children are turned upon the streets to seek their own recreation and great opportunities are thereby wasted, as children lose during vacation much of what they gain through the regular school term. It is a noteworthy fact, in many schools, that the first month or two of a new school year must be devoted to getting the children into line for work. On the other hand, it has been proved that children who were behind their grades when school closed in the spring, were able to do regular school work with ease, in the fall, if they had attended a vacation school during the summer, even though no academic studies may have been pursued. Such children

possessed vitality, spontaneity, the habits of co-operation and obedience, all of which contribute largely to good scholarship.

In the matter of letting children choose their vacation employment, the vacation school demonstrates a vital principle. By natural and wholesome and enjoyable admixture of organized play with music, dramatization and industrial arts, a motif springs into action whereby children come to desire to do the very things that wise parents and teachers would wish them to do, and the vacation school becomes to the children a voluntary motivation school, impelling them strongly to the adjustment of themselves into harmonious co-operation with organized community life.

The vacation school stands very close to life. It is an outgrowth of community needs. It means unconscious discipline, the blend of co-operating self activity.

Some individual results which may be expected from such a school are joy, power, health and high standards of morals; and outside the school, a growing realization that the entire community is responsible for the welfare of all, and that constructive means are in the end less expensive and more satisfactory than neglect or prohibitive legislation.

Any one who wishes to see the experiment being worked out, will find that we at Kirksville have for some years been undertaking to fit the vacation school ideals to the needs of the community. Through this work we are giving the students in the Normal School an opportunity to participate in the development of as fine a product as possible from our boys and girls in order to fit them for a wider citizenship.

SCHOOL PUBLICATIONS

The Monthly Bulletin. For years the only official publication maintained by this institution was the annual catalog, which contained the usual announcements regarding the courses of study and the organizations of the school. In June, 1902 a quarterly bulletin was begun, and for some time the four numbers each year were devoted to matters of general interest regarding the school. But of late two or three of the four numbers appearing each year have been edited by those departments that desired to set forth certain ideas or suggestions concerning their work, for which no room had been found in the June numbers.

In order, therefore, that greater facilities might be offered

the different departments the Bulletin was changed from a quarterly to a monthly publication.

The schedule for 1915 is as follows: January, History and Government; February, German; March, Summer Term Announcements; April, Latin; May, Art; June, Annual Catalog; July, Music; August, Extension Department; September, Mathematics; October, Chemistry; November, English; December, Library Economy.

The Rural School Messenger. The Rural School Messenger is a monthly magazine for rural teachers and rural life workers. It is issued by this school and edited by the Department of Rural Education. The following were the titles of special numbers published during the past year: "Christmas," "Recreation," "School Gardening," "Peace" and "Service." In addition to editorials, each number contains articles on "Current Affairs," "The Model Rural School," "Community Clubs," and "The Book Shelf." Any Missouri teacher may receive the magazine free upon application to Editor Rural School Messenger, Kirksville, Missouri.

The Index. The Kirksville Normal School Index is an eight page paper issued weekly by the Student Publication Association. It gives the local news of the school; some news of affairs in Kirksville when they are of interest to the school or to those who have been connected with the school; matters of educational development and interest in the state and nation; and exchange items from various school publications in this and other states. It is supported by subscriptions at twenty-five cents per term or one dollar per year, by local advertising, and by subscriptions from the president of the school for administrative purposes. The editorial staff is composed of both students and faculty members. The Index stands for the most progressive thought and methods in education, and it believes in sensible, dignified discussion by students and faculty members, with a minimum of that lighter matter which is usually found in school papers.

DEFINITIONS

A **Quarter** or a **Term** is from eleven to twelve weeks in length.

A "year" or "school year" is nine school months.

A "unit" is a credit earned by the successful pursuit of a high school study for three terms or one "school year".

The "unit" measures all high school credits and no others.

The "semester hour" measures all studies of college grade and no others.

The "**Semester Hour**" is a convenient conventionality used by colleges, universities, and Normal Schools. We give its meaning rather than its definition.

Typical students in the Normal School carry the equivalent of four studies. Classes usually have five 55-minute periods each week in each study. The meaning of credit in semester hours is shown in the following three lines:

1. Carrying 4 studies 3 terms secures 30 hours' credit.
2. Carrying 1 study 3 terms secures $7\frac{1}{2}$ hours' credit..
3. Carrying 1 study 1 term secures $2\frac{1}{2}$ hours' credit

Counting Credits. Class periods are fifty-five minutes in length and five times per week, but Sciences require at least two extra periods per week. Subjects not requiring preparation, such as Manual Arts, Drawing, Sight Reading, etc., require double periods in order to receive full credit. But the usual treatment of a subject not requiring preparation is to take one period per day for five days in a week and at the end of a term receive half credit as compared with a study. Illustration: Manual Arts one period a day for one term gives a credit of 1-6 unit if of high school grade or $1\frac{1}{2}$ semester hours if of college grade. But Manual Arts pursued two periods per day for one term gives a credit of $\frac{1}{2}$ unit or $2\frac{1}{2}$ semester hours.

The High School Course. Four "units" constitute a typical year's work in high school. Sixteen "units" constitute the first-class 4-year high school course. The sixteen units of the first-class high school course as defined by the State Superintendent of Public Schools are as follows:

English, 3 units; Mathematics, 2 units; History, 2 units; Science, 2 units; Electivs, 7 units; Total, 16 units.

For those taking their high school education in this institution the following is recommended as a good type of High School Course:

| | |
|--|----------|
| First Year: From Literature, Composition, Grammar, American History, European History, Advanced Arithmetic, Algebra, General Science, Music, Fine Arts, Manual Arts, Physical Education | 4 units |
| Second Year: From Literature, Composition, Grammar, European History, American History, Civics, Physiology, Algebra, Agriculture, Household Arts, German, Latin, Music, Fine Arts, Physical Education..... | 4 units |
| Third Year: From Rhetoric, Literature, American History, European History, Geometry, German, Latin, Agriculture, Chemistry, Physics, Physical Geography, Household Arts, Commercial Subjects, Music, Fine Arts, Manual Arts, Physical Education, Reading..... | 4 units |
| Fourth Year: From Rhetoric, Literature, European History, Civics, Sanitation, Geometry, German, Latin, Agriculture, Household Arts, Physics, Chemistry, Commercial Studies, Music, Fine Arts, Manual Arts, Physical Education, Reading and Speaking..... | 4 units |
| Total of high school subjects..... | 16 units |

NOTE: When half of the high school studies are taken here, 1 unit is omitted from subjects not requiring preparation, thus reducing the requirement, to 15 units.

GENERAL REQUIREMENTS

The 30-Hour Course

Freshman Normal School Year for the Elementary Certificate
(Coverd in One Year, Three Terms)

Requirements for *Elementary Certificate include (1) the equivalent of sixteen high school units; (2) thirty semester hours in subjects of college grade offered from the following list:

| | Semester Hours |
|--|----------------|
| 1. From Education, I and VII..... | 5 |
| 2. From Education, II and III, elect..... | 2½ |
| 3. From Education, XII, XIII, XIV, XV, elect..... | 5 |
| 4. From Education at large, elect..... | 2½ |
| Total in Education..... | 15 |
| 5. Library Economy..... | 2½ |
| 6. From subjects not requiring preparation, elect..... | 5 |
| 7. From any subjects of college grade, elect..... | 7½ |
| Total credits required..... | 30 |

*A State Certificate valid for two years. Minimum for an additional certificate, four studies in residence with an average of G. See note 2, next page.

Note: Graduates of High School Teacher-Training Courses are to elect (after due advice) 7½ hours in Education and 22½ hours in other subjects.

The 60-Hour Course

(Coverd in Two Years or Six Terms and authorizing Diploma with Life Certificate and the Designation of Ability to teach in Elementary Schools).

| | Semester Hours |
|--|----------------|
| 1. From Education, I, VII, VIII, XXV..... | 10 |
| 2. From Education, II, III, IV, V, VI, X, elect..... | 5 |
| 3. From Education, XII, XIII, XIV, XV, elect..... | 7½ |
| 4. From Education, elect..... | 2½ |
| Minimum required in Education..... | 25 |
| 5. Library Economy..... | 2½ |
| 6. English..... | 7½ |
| 7. History..... | 7½ |
| 8. Science..... | 7½ |
| 9. From subjects not requiring preparation, elect..... | 5 |
| 10. From any subjects of college grade, elect..... | 5 |
| Total credits..... | 60 |

The 90-Hour Course

(Coverd in Three Years or Nine Terms and authorizing Diploma with Life Certificate and the Designation of Ability to teach in High Schools and to Supervise Special Studies in High Schools and Elementary Schools).

| | Semester Hours |
|--|----------------|
| 1. From Education, I, VII, VIII, IX, XXV, XXVI..... | 15 |
| 2. From Education, II and III, elect..... | 2½ |
| 3. From Education, XII, XIII, XIV, XV, elect..... | 5 |
| 4. From Education, elect..... | 7½ |
| Minimum required in Education..... | 30 |
| 5. Library Economy..... | 2½ |
| 6. English..... | 7½ |
| 7. History..... | 7½ |
| 8. Science..... | **10 |
| 9. From subjects not requiring preparation, elect..... | 5 |
| 10. From any subjects of college grade, elect..... | 27½ |
| Total credits..... | 90 |

**Mathematics may be offered for one-half of Science.

The 120-Hour Course

(Coverd in *Four Years and Authorizing Diploma with Life Certificate and Degree Bachelor of Arts in Education or Bachelor of Science in Education).

| | Semester Hours |
|--|----------------|
| 1. From Education, I, VII, VIII, IX, XXV, XXVI.... | 15 |
| 2. From Education, II, III, V, elect..... | 2½ |
| 3. From Education, XII, XIII, XIV, XV, elect..... | 5 |
| 4. From Education, elect..... | 7½ |
| Minimum required in Education..... | 30 |
| 5. Library Economy..... | 2½ |
| 6. English..... | 7½ |
| 7. History..... | 7½ |
| 8. Science..... | **12½ |
| 9. Subjects not requiring preparation, elect..... | 5 |
| 10. From any subjects of college grade, elect..... | 55 |
| Total credits..... | 120 |

*But by virtue of continuous sessions (4 terms per year) four school years of work and study may be covered in three calendar years.

**Mathematics may be offered for one-half of Science.

Note 1. Any diploma bearing name of Major Study requires 2½ hours in The Teaching of That Study. In this case The Teaching of the Major Study may count as 2½ hours in No. 3. But the Major Study cannot be determined below middle of 60-Hour Course.

Note 2. No certificate or diploma is issued except at the end of a term in residence.

EDUCATION

| No. | Course | Semester Hours |
|---------|---|----------------|
| I. | Elementary Psychology..... | 2½ |
| II. | Principles of Teaching..... | 2½ |
| III. | School Economy..... | 2½ |
| IV. | Rural School Management..... | 2½ |
| V. | Rural School Methods..... | 2½ |
| VI. | Rural Sociology..... | 2½ |
| VII. | Practice Teaching for elementary certificate..... | 2½ |
| VIII. | Practice Teaching for elementary teacher's diploma..... | 2½ |
| IX. | Practice Teaching for general 90-hour diploma..... | 2½ |
| X. | The Curriculum..... | 2½ |
| XI. | Kindergarten and Primary Methods..... | 5 |
| XII. | The Teaching of Elementary English..... | 2½ |
| XIII. | The Teaching of Arithmetic..... | 2½ |
| XIV. | The Teaching of History..... | 2½ |
| XV. | The Teaching of Geography..... | 2½ |
| XVI. | The Teaching of Advanced English..... | 2½ |
| XVII. | The Teaching of Latin..... | 2½ |
| XVIII. | The Teaching of German..... | 2½ |
| XIX. | The Teaching of Music..... | 2½ |
| XX. | The Teaching of Fine Arts..... | 2½ |
| XXI. | The Teaching of Household Arts..... | 2½ |
| XXII. | The Teaching of Physical Education and Athletics..... | 2½ |
| XXIII. | The Teaching of Science..... | 2½ |
| XXIV. | The Teaching of Play and Festivals..... | 2½ |
| XXV. | History of Education, first quarter..... | 2½ |
| XXVI. | History of Modern Education, second quarter..... | 2½ |
| XXVII. | Educational Psychology..... | 2½ |
| XXVIII. | Science of Education..... | 2½ |
| XXIX. | High School Problems..... | 2½ |
| XXX. | School Administration..... | 2½ |
| XXXI. | Education in the United States..... | 2½ |

REQUIREMENTS FOR DIPLOMAS NAMED FROM MAJOR STUDIES

(See Syllabi in this Bulletin for all Details)

| | Semester Hours |
|--|----------------|
| 1. For 90-Hour Commerce Diploma: | |
| a. Major studies in Commerce..... | 22½ |
| b. From "General Requirements"..... | 67½ |
| 2. For 120-Hour Commerce Diploma: | |
| a. Major studies in Commerce..... | 30 |
| b. From "General Requirements"..... | 90 |
| 3. For 90-Hour English Diploma: | |
| a. Major studies in college English..... | 22½ |
| b. From "General Requirements"..... | 67½ |
| 4. For 120-Hour English Diploma: | |
| a. Major studies in college English..... | 30 |
| b. From "General Requirements"..... | 90 |
| 5. For 90-Hour Fine Arts Diploma: | |
| a. Major studies in Fine Arts..... | 27½ |
| b. Minors: Drawing 3¼, Various Arts 3¼..... | 7½ |
| c. From "General Requirements"..... | 55 |
| 6. For 120-Hour Fine Arts Diploma: | |
| a. Content of 90-hour diploma..... | 90 |
| b. Special Studies in History..... | 7½ |
| c. Special Studies in Art..... | 22½ |
| 7. For 90-Hour German Diploma: | |
| a. Major studies in German..... | *22½ |
| b. Minors: Medieval and Modern History..... | 7½ |
| c. From "General Requirements"..... | †60 |
| 8. For 120-Hour German Diploma: | |
| a. Major studies in German..... | *30 |
| b. Minors: Medieval and Modern History..... | 7½ |
| c. From "General Requirements"..... | †82½ |
| 9. For 90-Hour History Diploma: | |
| a. Major studies in History..... | 22½ |
| b. Minors: German or Latin 15, American Literature or English Literature 7½..... | 22½ |
| c. From "General Requirements"..... | 45 |
| 10. For 120-Hour History Diploma: | |
| a. Major studies in History..... | 30 |
| b. Minors: German or Latin 15, American Literature or English Literature 7½..... | 22½ |
| c. From "General Requirements"..... | 67½ |
| 11. For 90-Hour Home Economics Diploma: | |
| a. Major studies in Home Economics..... | 22½ |
| b. Minors: Chemistry 5, Physics 2½, Sanitation 2½, Sanitary Bacteriology 2½..... | 12½ |
| c. From "General Requirements"..... | 47½ |
| 12. For 120-Hour Home Economics Diploma: | |
| a. Major Studies in Home Economics..... | 30 |
| b. Minors: Chemistry 7½, Physics 2½, Sanitation 2½, Sanitary Bacteriology 2½..... | 15 |
| c. From "General Requirements"..... | 75 |

*Preceded by at least one year in High School German.

†Including 3 terms in Vocal Music, if not already taken in high school.

| | |
|--|--------|
| 13. For 90-Hour Kindergarten-Primary Diploma: | |
| a. From Education XI, XII, XIV..... | 10 |
| b. Science 12½, English 12½, History 10, Non-preparation Subjects 7½..... | 42½ |
| c. From "General Requirements"..... | 37½ |
| 14. For 120-Hour Kindergarten-Primary Diploma: | |
| a. Content of 90-hour diploma..... | 90 |
| b. Electives by consent of director..... | 30 |
| 15. For 90-Hour Latin Diploma: | |
| a. Major studies in Latin..... | 22½ |
| b. Minors: Mathematics 5, Physical Science 7½, Ancient History, Especially Ancient Life 7½..... | 20 |
| c. From "General Requirements"..... | 47½ |
| 16. For 120-Hour Latin Diploma: | |
| a. Major studies in Latin..... | 30 |
| b. Minors: Mathematics 5, Physical Science 7½, Ancient History, Especially Ancient Life 7½..... | 20 |
| c. From "General Requirements"..... | 70 |
| 17. For 90-Hour Mathematics Diploma: | |
| a. Major studies in Mathematics..... | ** 17½ |
| b. Minors: Manual Arts 2½, Physics 2½, Other Sciences 5..... | 10 |
| c. From "General Requirements"..... | 62½ |
| 18. For 120-Hour Mathematics Diploma: | |
| a. Major studies in Mathematics..... | ** 22½ |
| b. Minors: Manual Arts 2½, Physics 5, Other Sciences 7½..... | 15 |
| c. From "General Requirements"..... | 82½ |
| 19. For 90-Hour Music Diploma: | |
| a. Major studies in Music..... | 22½ |
| b. Minors: Physics of Music 2½, German or Latin 7½, Elective English 12½..... | 22½ |
| c. From "General Requirements"..... | 45 |
| 20. For 120-Hour Music Diploma: | |
| a. Major studies in Music..... | 30 |
| b. Minors: Physics of Music 2½, German 15, Latin 7½, Elective English 15..... | 40 |
| c. From "General Requirements"..... | 50 |
| 21. For 90-Hour Science Diploma: | |
| a. Major studies in Science..... | 22½ |
| b. Minors: Mathematics 5, Manual Arts 3¾, German or Latin 7½..... | 16¼ |
| c. From "General Requirements"..... | 51¼ |
| 22. For 120-Hour Science Diploma: | |
| a. Major studies in Science..... | 30 |
| b. Minors: Mathematics 7½, Manual Arts 3¾, German or Latin 7½..... | 18¾ |
| c. From "General Requirements"..... | 71¼ |
| 24. For 120-Hour Supervision Diploma: | |
| a. Major Studies in Education..... | 37½ |
| b. Minors: Sociology, Library Economy, Home Economics, Manual Arts, Plays and Games..... | 12½ |
| c. From "General Requirements"..... | 70 |

**Preceded by Plane and Solid Geometry.

Extracts from a Study of A TWENTIETH CENTURY NORMAL SCHOOL BY PRESIDENT JOHN R. KIRK

An American Idea. The Twentieth Century Normal School prepares men and women to enter the teaching profession on a par with graduates of the law school and the medical college, without the necessity of being recast or relabeled by any other institution. It is not patterned after European models. It is an American idea; not a borrowed one. It is not a static mechanism. It is an adaptable, dynamic agency designed to meet the changing necessities of a democracy.

It is a public utility and therefore retains plasticity to meet substantial changes in public needs. Its undeviating policy is to function in growing public service. Its program is like the railway ticket, "for this day only."

Six Groups. The 1913-14 enrollment in the Normal School at Kirksville, Mo., comprised the following principal groups of students:

| | |
|--|------|
| 1. The 120-hour graduates, numbering..... | 22 |
| 2. The 90-hour graduates, numbering..... | 51 |
| 3. The 60-hour graduates, numbering..... | 22 |
| 4. The 30-hour graduates, ("elementary certificate" class), numbering..... | 199 |
| 5. The rural state certificate group, numbering..... | 37 |
| 6. The non-graduating group, numbering more than..... | 1300 |

STATISTICS OF 120-HOUR DIPLOMAS ISSUED IN 1913-14.

| No. | Initials | Sex | Age in Yrs. | No. Mos. in High Sch. Studies | No. Mos. in all Studies in College Grade | No. Mos. Tehg. in Pub. Sch. | High Sch. Credits in units | Semester Hours in Academic Studies of College Grade | Semester Hours in Semi-Pedagogic Studies of College Grade | Semester Hours in Pedagogic Studies of College Grade | Semester Hours in all Studies of College Grade | Occupation during 1914-15 |
|----------|----------|-----|-------------|-------------------------------|--|-----------------------------|----------------------------|---|---|--|--|---------------------------|
| 1 | EVA | F | 21 | 36 | 42 | 0 | 16.00 | 82.00 | 18.75 | 33.00 | 133.75 | High School Teacher |
| 2 | SGB | F | 24 | 42 | 42 | 0 | 16.00 | 80.00 | 15.00 | 27.50 | 122.50 | Librarian |
| 3 | AGC | M | 26 | 36 | 33 | 81 | 15.00 | 77.00 | 0.00 | 46.50 | 123.50 | City Superintendent |
| 4 | BMC | F | 26 | 34 | 36 | 50 | 15.50 | 95.00 | 6.25 | 30.00 | 131.25 | High School Teacher |
| 5 | JAC | M | 24 | 31 | 32 | 0 | 15.00 | 86.25 | 5.00 | 30.00 | 121.25 | High School Teacher |
| 6 | IVF | F | 20 | 36 | 36 | 0 | 15.00 | 88.75 | 6.25 | 30.00 | 125.00 | High School Teacher |
| 7 | VF | F | 22 | 36 | 36 | 32 | 15.25 | 90.00 | 0.00 | 30.00 | 120.00 | Normal School Teacher |
| 8 | JAG | M | 44 | 36 | 37 | 120 | 16.00 | 75.00 | 0.00 | 48.75 | 123.75 | City Superintendent |
| 9 | LEH | F | 23 | 36 | 36 | 18 | 15.00 | 77.50 | 11.25 | 37.50 | 126.25 | Continuing Student |
| 10 | ELK | F | 34 | 39 | 42 | 30 | 16.00 | 93.75 | 7.50 | 28.75 | 130.00 | Normal School Dean |
| 11 | MEK | F | 23 | 39 | 42 | 12 | 15.50 | 61.25 | 30.00 | 32.50 | 123.75 | Normal School Teacher |
| 12 | EK | F | 26 | 36 | 38 | 51 | 18.00 | 84.50 | 13.75 | 30.00 | 128.25 | High School Teacher |
| 13 | EM | F | 28 | 33 | 36 | 99 | 16.50 | 98.00 | 5.00 | 38.00 | 141.00 | High School Teacher |
| 14 | GEM | M | 32 | 39 | 36 | 72 | 16.33 | 71.50 | 19.75 | 32.25 | 123.50 | Teacher Training Tr. |
| 15 | EM | F | 33 | 36 | 36 | 104 | 17.00 | 81.25 | 11.25 | 30.00 | 122.50 | High School Teacher |
| 16 | JRM | M | 30 | 36 | 36 | 54 | 16.33 | 91.25 | 0.00 | 33.75 | 125.00 | Normal School Teacher |
| 17 | JER | M | 31 | 36 | 41 | 63 | 15.00 | 116.00 | 0.00 | 30.00 | 146.00 | Normal School Teacher |
| 18 | LBS | M | 34 | 36 | 36 | 72 | 15.33 | 66.75 | 18.25 | 35.00 | 120.00 | Normal School Teacher |
| 19 | CHW | M | 26 | 36 | 51 | 12 | 19.00 | 136.75 | 2.50 | 36.00 | 175.25 | High School Teacher |
| 20 | EOW | M | 30 | 36 | 57 | 27 | 16.50 | 100.00 | 22.50 | 35.00 | 157.50 | City Superintendent |
| 21 | MMW | F | 26 | 45 | 37 | 9 | 15.00 | 87.50 | 0.00 | 35.00 | 122.50 | High School Teacher |
| 22 | PFY | F | 29 | 36 | 33 | 36 | 15.00 | 87.50 | 8.75 | 30.00 | 126.25 | High School Teacher |
| Averages | | | 28 | 36.63 | 38.68 | 42.82 | 15.92 | 87.61 | 9.17 | 33.61 | 130.39 | |

NOTE: Semi-Pedagogic Subjects—forms of Fine Arts, Manual Arts, Music Studies, Physical Education, etc., necessities in the make-up of well prepared teachers and until recently not favored for credit by typical higher education institutions.

The 120-hour Class. Some seventy or eighty individuals are striving each year for the 120-hour diploma and a bachelor's degree in Education. Many of them can attend summer terms only. As a rule, they are actual teachers. They seek a diploma which guarantees entrance into their profession and permanent recognition in that profession.

STATISTICS OF 90-HOUR DIPLOMAS ISSUED IN 1913-14.

| No. | Initials | Sex | Age in Yrs. | No. Mos. in High Sch. Studies | No. Mos. in all Studies of College Grade | No. Mos. Tchg. in Pub. Sch. | High Sch. Credits in units | Semester Hours in Academic Studies of College Grade | Semester Hours in Semi-Pedagogic Studies of College Grade | Semester Hours in Pedagogic Studies of College Grade | Semester Hours in all Studies of College Grade | Occupation during 1914-15 |
|----------|----------|-----|-------------|-------------------------------|--|-----------------------------|----------------------------|---|---|--|--|---------------------------|
| 1 | KEA | F | 31 | 36 | 26 | 65 | 16.50 | 47.50 | 11.25 | 35.00 | 93.75 | Teacher Training Tr. |
| 2 | MFB | M | 30 | 36 | 24 | 48 | 16.50 | 47.50 | 12.50 | 30.00 | 90.00 | Town Superintendent |
| 3 | SMB | M | 22 | 33 | 24 | 0 | 15.00 | 52.50 | 7.50 | 30.00 | 90.00 | High School Teacher |
| 4 | FB | M | 21 | 33 | 24 | 0 | 15.00 | 57.50 | 6.25 | 27.50 | 91.25 | High School Teacher |
| 5 | WHB | M | 26 | 36 | 25 | 21 | 15.00 | 57.50 | 3.75 | 30.00 | 91.25 | Town Superintendent |
| 6 | LGC | F | 26 | 45 | 30 | 25 | 18.00 | 60.00 | 5.00 | 32.50 | 97.50 | High School Teacher |
| 7 | LDC | F | 20 | 36 | 27 | 0 | 15.00 | 65.00 | 10.00 | 25.00 | 100.00 | Fourth Year Student |
| 8 | NC | F | 26 | 32 | 24 | 31 | 15.00 | 52.50 | 5.00 | 32.50 | 90.00 | Elementary Teacher |
| 9 | FD | F | 22 | 36 | 30 | 9 | 16.00 | 50.75 | 10.00 | 30.00 | 90.75 | Rural Teacher |
| 10 | GD | F | 22 | 39 | 27 | 5 | 15.00 | 56.25 | 3.75 | 30.00 | 90.00 | High School Teacher |
| 11 | ED | F | 26 | 42 | 31 | 14 | 15.00 | 55.00 | 7.50 | 30.00 | 92.50 | Elementary Teacher |
| 12 | GSE | F | 21 | 39 | 30 | 9 | 16.00 | 55.00 | 7.50 | 27.50 | 90.00 | Town Principal |
| 13 | SBE | M | 40 | 36 | 27 | 135 | 15.00 | 62.50 | 8.75 | 30.00 | 101.25 | City Superintendent |
| 14 | LE | F | 24 | 36 | 27 | 25 | 17.00 | 52.50 | 8.75 | 30.00 | 91.25 | Home Maker |
| 15 | MLE | F | 22 | 36 | 27 | 15 | 16.00 | 47.50 | 12.50 | 30.00 | 90.00 | High School Teacher |
| 16 | MAF | F | 20 | 36 | 27 | 8 | 15.00 | 47.50 | 15.00 | 30.00 | 92.50 | High School Teacher |
| 17 | MFG | F | 21 | 36 | 27 | 9 | 15.00 | 47.50 | 17.50 | 27.50 | 92.50 | Fourth Year Student |
| 18 | FG | F | 24 | 33 | 24 | 36 | 15.67 | 52.50 | 8.75 | 30.00 | 91.25 | High School Teacher |
| 19 | LG | F | 25 | 36 | 30 | 0 | 16.00 | 47.50 | 12.50 | 30.00 | 90.00 | Elementary Teacher |
| 20 | LMG | F | 34 | 36 | 36 | 54 | 16.67 | 57.50 | 11.25 | 32.50 | 101.25 | High School Teacher |
| 21 | CMG | F | 21 | 36 | 36 | 0 | 17.00 | 98.50 | 0.00 | 30.00 | 128.50 | At Home |
| 22 | GRG | F | 29 | 43 | 27 | 57 | 16.00 | 65.00 | 6.25 | 32.50 | 103.75 | High School Teacher |
| 23 | LEH | F | 23 | 36 | 30 | 18 | 14.00 | 71.25 | 2.50 | 35.00 | 108.75 | Continuing Student |
| 24 | BHJ | M | 26 | 36 | 32 | 27 | 18.00 | 56.75 | 5.00 | 30.00 | 91.75 | Town Superintendent |
| 25 | JRK | M | 26 | 31 | 24 | 24 | 15.00 | 53.75 | 6.25 | 30.00 | 90.00 | Student U. of Mo. |
| 26 | ELK | F | 34 | 39 | 36 | 30 | 16.00 | 80.00 | 3.75 | 28.75 | 112.50 | Normal School Dean |
| 27 | ALM | F | 26 | 33 | 24 | 33 | 15.00 | 57.50 | 2.50 | 30.00 | 90.00 | At Home |
| 28 | MF | F | 27 | 31 | 24 | 45 | 15.00 | 57.50 | 5.00 | 30.00 | 92.50 | High School Teacher |
| 29 | FLM | F | 22 | 36 | 27 | 30 | 17.00 | 47.75 | 12.50 | 30.00 | 90.25 | Home Maker |
| 30 | TGN | M | 26 | 36 | 24 | 40 | 15.00 | 62.50 | 2.50 | 30.00 | 95.00 | Town Superintendent |
| 31 | WO | F | 19 | 33 | 24 | 0 | 15.00 | 60.00 | 2.50 | 30.00 | 92.50 | At Home |
| 32 | HMP | M | 22 | 35 | 27 | 14 | 15.00 | 50.00 | 10.00 | 30.00 | 90.00 | Elementary Teacher |
| 33 | LEP | F | 23 | 36 | 28 | 23 | 15.50 | 47.50 | 13.75 | 32.50 | 93.75 | High School Teacher |
| 34 | AGR | M | 22 | 34 | 27 | 12 | 15.00 | 50.00 | 15.00 | 30.00 | 95.00 | City Superintendent |
| 35 | JBR | M | 23 | 36 | 25.5 | 15 | 18.00 | 48.75 | 8.75 | 32.50 | 90.00 | Town Superintendent |
| 36 | EMR | F | 33 | 36 | 24 | 55 | 15.00 | 52.50 | 7.50 | 30.00 | 90.00 | High School Teacher |
| 37 | RAS | M | 23 | 39 | 27 | 0 | 17.00 | 52.50 | 10.00 | 30.00 | 92.50 | Town Principal |
| 38 | BJS | F | 22 | 36 | 27 | 0 | 18.00 | 50.00 | 12.50 | 30.00 | 92.50 | Elementary Teacher |
| 39 | RES | F | 21 | 36 | 27 | 0 | 16.00 | 65.00 | 2.50 | 30.00 | 97.50 | Rural Teacher |
| 40 | BS | F | 27 | 36 | 30 | 49 | 22.50 | 60.00 | 6.25 | 30.00 | 96.25 | High School Teacher |
| 41 | DT | F | 30 | 40 | 30 | 54 | 15.00 | 60.00 | 7.50 | 32.50 | 100.00 | Supervisor of Music |
| 42 | OT | F | 20 | 36 | 30 | 0 | 16.00 | 57.50 | 7.50 | 35.00 | 100.00 | High School Teacher |
| 43 | EMT | M | 27 | 33 | 24 | 40 | 15.00 | 58.75 | 0.00 | 31.25 | 90.00 | City Superintendent |
| 44 | CHW | M | 25 | 36 | 51 | 0 | 19.50 | 136.75 | 2.50 | 36.00 | 175.25 | High School Teacher |
| 45 | EOW | M | 30 | 36 | 57 | 27 | 16.50 | 100.00 | 13.75 | 35.00 | 148.75 | City Superintendent |
| 46 | NEW | M | 24 | 30 | 24 | 11 | 15.00 | 57.50 | 2.50 | 30.00 | 90.00 | Farming |
| 47 | LW | F | 25 | 36 | 30 | 27 | 18.00 | 67.50 | 7.50 | 35.00 | 110.00 | Supervisor of Music |
| 48 | LGW | F | 22 | 33 | 27 | 8 | 16.00 | 57.50 | 7.50 | 32.50 | 97.50 | Fourth Year Student |
| 49 | OBW | F | 25 | 42 | 28.5 | 24 | 17.00 | 50.00 | 8.75 | 35.00 | 93.75 | High School Teacher |
| 50 | CJW | F | 23 | 36 | 27 | 6 | 15.00 | 37.50 | 25.00 | 30.00 | 92.50 | High School Teacher |
| 51 | MSY | F | 23 | 36 | 27 | 0 | 15.00 | 57.50 | 3.75 | 30.00 | 91.25 | High School Teacher |
| Averages | | | 25 | 36 | 28.5 | 23 | 16.03 | 58.81 | 7.96 | 30.85 | 97.62 | |

The 90-hour Class. The foregoing tabulation of the 90-hour class is illustrative of what ambitious, would-be teachers will become for practical purposes when given

opportunity. But a large majority of these people have it in mind to teach for a period and then return to secure the 120-hour diploma. Many of them have definit plans to attain this high purpose by teaching nine months in the year and attending the Normal School for three summer terms of eleven or twelve weeks each. A few of them will go to the University for their bachelor's degree. Many of them are married men and women. The major part of them will become effectiv propagandists and constructiv community leaders.

STATISTICS OF 60-HOUR DIPLOMAS ISSUED IN 1913-14.

| No. | Initials | Sex | Age in Yrs. | No. Mos. in High Sch. Studies | No. Mos. in all Studies of College Grade | No. Mos. Tchg. in Pub. Sch. | High Sch. Credits in units | Semester Hours in Academic Studies of College Grade | Semester Hours in Semi-Pedagogic Studies of College Grade | Semester Hours in Pedagogic Studies of College Grade | Semester Hours in all Studies of College Grade | Occupation during 1914-15 |
|----------|----------|-----|-------------|-------------------------------|--|-----------------------------|----------------------------|---|---|--|--|---------------------------|
| 1 | FEB | F | 36 | 36 | 21 | 45 | 15.00 | 45.00 | 11.25 | 22.50 | 78.75 | High School Teacher |
| 2 | AB | F | 26 | 33 | 18 | 29 | 15.00 | 42.50 | 2.50 | 22.50 | 67.50 | High School Teacher |
| 3 | EEB | F | 24 | 36 | 24 | 20 | 15.00 | 45.00 | 7.50 | 22.50 | 75.00 | High School Teacher |
| 4 | WGB | M | 20 | 35 | 18 | 0 | 14.33 | 35.00 | 2.50 | 25.00 | 62.50 | Elementary Teacher |
| 5 | GC | F | 22 | 37 | 21 | 9 | 16.00 | 30.00 | 11.25 | 30.00 | 71.25 | Elementary Teacher |
| 6 | JMD | M | 22 | 39 | 24 | 0 | 16.00 | 27.50 | 11.25 | 25.00 | 63.75 | Village Supt. |
| 7 | HF | F | 29 | 36 | 24 | 81 | 18.50 | 46.75 | 6.25 | 30.50 | 83.50 | Rural Teacher |
| 8 | FF | F | 22 | 40 | 24 | 24 | 18.00 | 30.00 | 6.25 | 35.00 | 71.25 | Elementary Teacher |
| 9 | GH | F | 25 | 32 | 16 | 54 | 15.00 | 35.00 | 2.50 | 27.50 | 65.00 | Rural Teacher |
| 10 | EML | F | 26 | 36 | 15 | 69 | 15.67 | 25.00 | 8.75 | 27.50 | 61.25 | Elementary Teacher |
| 11 | EM | F | 21 | 33 | 21 | 5 | 15.00 | 50.00 | 2.50 | 30.00 | 82.50 | Rural Teacher |
| 12 | MEM | F | 34 | 41 | 18 | 42 | 18.00 | 27.50 | 5.75 | 27.50 | 60.75 | Elementary Teacher |
| 13 | GLR | F | 24 | 38 | 24 | 22 | 17.00 | 35.75 | 14.25 | 30.00 | 80.00 | Elementary Teacher |
| 14 | MR | F | 42 | 39 | 18 | 141 | 15.00 | 27.50 | 6.25 | 30.00 | 63.75 | Village Supt. |
| 15 | EAS | M | 27 | 36 | 20 | 36 | 15.00 | 45.00 | 2.50 | 30.00 | 77.50 | Village Supt. |
| 16 | WDS | M | 22 | 30 | 18 | 0 | 15.00 | 45.00 | 7.50 | 25.00 | 77.50 | Training Sch. Supvr. |
| 17 | FAT | M | 24 | 36 | 21 | 22 | 17.00 | 32.50 | 5.00 | 28.75 | 66.25 | Village Supt. |
| 18 | MV | F | 32 | 36 | 24 | 94 | 19.75 | 42.00 | 15.50 | 25.00 | 82.50 | Elementary Teacher |
| 19 | CSW | F | 23 | 38 | 18 | 17 | 15.00 | 32.50 | 2.50 | 25.00 | 60.00 | Home Maker |
| 20 | SMW | F | 23 | 36 | 21 | 13 | 16.00 | 27.50 | 10.00 | 27.50 | 65.00 | Elementary Teacher |
| 21 | MW | F | 20 | 36 | 21 | 0 | 18.50 | 46.25 | 8.75 | 25.00 | 80.00 | Elementary Teacher |
| 22 | JW | F | 23 | 33 | 18 | 0 | 15.00 | 42.50 | 5.00 | 25.00 | 72.50 | Elementary Teacher |
| Averages | | | 26 | 36 | 20 | 33 | 16.12 | 37.08 | 7.07 | 27.12 | 71.27 | |

The 60-hour Class. A majority of the Normal Schools of our country long had the 60-hour course as their exclusiv offering for prospectiv teachers. In most of them the hope now is to attain higher standards. The year 1913-14 witness the beginning of 60-hour courses for definit purposes in this Normal School. The diploma for these new courses includes a life certificate and the designation of ability to teach in elementary schools. The table shows the variety of positions filled by the twenty-two persons receiving the new diploma. Three of the class have positions as high school teachers. But they are quite mature persons with valuable teaching experience and a good deal of extra study to their credit. They also hold other certificates which legalize their teaching in high schools. The diploma is doubtless taken by them as a guaranty of landmarks past.

The 30-hour Class. One hundred ninety-nine individuals receivd elementary certificates authorizing them to teach for two years and guaranteeing completion of thirty or more semester hours preceded by the four years' high school course. These people are most interesting in their very varying capabilities. I have enjoyed a study

of their characteristics. They average twenty-three and one-half years of age. One hundred sixty-five of them have taught in public schools. They have been mainly self-supporting students. Their average teaching experience in public schools is twenty-one months. Some of them have taught sixty-five months. Their average attainments in scholarship are: 1. Sixteen high school units covered in thirty-six months. 2. Forty-four semester hours in academic and pedagogic studies of college grade covered in fourteen months.

What an array of productiv talent is presented in these one hundred ninety-nine young Missouri student teachers! They will render the state effectiv service. Most of them will yet alternate many times between student life and teaching. Three-fourths of them will be in summer schools of 1915. One-third of them will be in the Normal School or the University during the school year 1915-16. Nearly half of them hold the second or third elementary certificate. They will teach on that certificate to earn money to push forward and secure a diploma. After that, most of them will repeat the process for a higher diploma. But I have studied those of this group receiving their first elementary certificate. They have an average of nine semester hours in excess of what is required for the certificate.

These facts reveal the spirit of the twentieth century Normal School. The spirit of such a school rejects the idea of stopping at a minimum. The only recognized individual limits are the boundaries of what the individual has the ability to accomplish.

The Rural State Certificate. This is a temporary expedient. The State Superintendent of Schools has favord its use for a time. Thirty-seven candidates were recommended to the State Superintendent. They average (a) twenty-one years of age, (b) six months' teaching experience in public schools, (c) thirty-one months in school attendance above the eighth grade, and (d) credit of thirteen high school units including about one and one-third units in elementray rural school methods, management, and sociology. Most of them after a year or two in teaching will re-enter the Normal School to work in the direction of an elementary certificate.

The Non-graduating Group. In 1913-14 there were nearly thirteen hundred students of the institution who did not secure or seek certificates or diplomas. Many of them are high school graduates or college graduates. Many others have certificates or diplomas from this institution and have not needed to graduate in any course during the year. They are all people of much promis. Hundreds of them are self-supporting. Without some such policy of plasticity and adjustability as characterizes the twentieth century Normal School, many of them would be forced to fall by the wayside. They average more than twenty-one years of age. Large numbers of them have been actual teachers. Each year increasing numbers of them join the regular classes and seek regular promotion and graduation. At the present time, December, 1914, six hundred of them while teaching are also taking correspondence courses or extension courses for which they are to receiv some credit in the records of the Normal School.

The Major Interest. The characteristic occupation in Northeast Missouri is farming. Hence the major interest of the Normal School at Kirksville is the preparation of rural and village teachers.

Conclusion. The major interest controls distribution of effort. Hence by the pursuit of this study into its further details we find about four-fifths of the energies of this Normal School to be devoted to the preparation of teachers for the rural and village schools.

SYLLABI OF ALL COURSES

AGRICULTURE

C. R. JACCARD, ———, ———

I. Agronomy. a. Corn. A study of soil and cultural requirements and judging of corn. Text, "The Book of Corn" by Myrick. Class exercises, four periods per week; laboratory work, three. One quarter. $2\frac{1}{2}$ hours.

b. Small Grains. Forage, fiber, and cereal crops with cultural requirements and uses. Text, "Field Crops" by Wilson and Warburton. Class exercises, four periods per week; laboratory work, three. One quarter. $2\frac{1}{2}$ hours.

c. Soils, First Quarter. Origin, formation, and management of soil. Text, Lyon and Fippin. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours.

d. Soils, Second Quarter. Soil classes, fertility demands, and soil analysis. Text, "Soil Fertility and Permanent Agriculture" by Hopkins. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours.

e. Dairying. Composition, care, and handling of milk and its products. Text, "Milk and Its Products" by H. H. Wing. Laboratory of milk testing, butter making, and types of separators. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours.

f. Feeds and Feeding. Animals digestive systems, food stuffs, balanced rations, and feeding practices. Text, "Feeds and Feeding" by Henry. Class exercises, four periods per week; laboratory work, three. The latter is in Chemistry of Feeds.

g. Farm Management. Types of farming, rotations, accounting. Text, "Farm Management" by Warren. One quarter. $2\frac{1}{2}$ hours.

h. Principles of Breeding. Breeding. Study of laws governing crop and live stock improvement, and the methods employed. Text, "Principles of Breeding" by Davenport. One quarter. $2\frac{1}{2}$ hours.

i. Farm Machinery. Principles, care and repairing of farm machinery and farm motors. Text, "Farm Machinery and Farm Motors" by Davidson and Chase. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours.

II. Animal Husbandry. a. Live Stock, First Quarter. Types and breeds, care and management of horses, hogs, and sheep. Text, "Types and Breeds of Farm Animals" by Plumb. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours.

b. Live Stock, Second Quarter. Types and breeds of beef and dairy cattle. Text, same as above, supplemented by "Dairy Cattle and Milk Production" by Eckles.

c. Poultry Culture. Types and breeds, and care of poultry, poultry house construction, incubation and care of chicks. Text, "Principles and Practices of Poultry Culture" by Robinson. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours.

III. Horticulture. a. Plant Physiology. A high school study of the parts of the plant and their relation to growth of the plant, and functions of each. Text, "Plant Physiology" by Duggar. Class exercises, four periods per week; laboratory work, three. One quarter. $\frac{1}{2}$ unit.

b. Natural Science. A course consisting entirely of field trips, two two-hour trips and one three-hour trip, the latter probably on Saturday forenoon, for the purpose of identifying the birds, trees, shrubs, wild flowers, and common weeds indigenous to this locality. Supplemented by library work. Valuable for rural and other elementary teachers. One quarter. $2\frac{1}{2}$ hours.

c. School Gardening. Cultural requirements, propagation, insect enemies and diseases of garden crops, and plans for gardens and school yard improvement. Text, "Principles of Vegetable Gardening" by Bailey. Class exercises, four periods per week; laboratory work, three. One quarter. $2\frac{1}{2}$ hours.

d. Farm Orcharding. Cultural requirements, propagation, insect enemies, and diseases of large and small fruits. Text, "Productiv Orcharding" by Sears. Class exercises, four periods per week; laboratory work, three. One quarter. $2\frac{1}{2}$ hours.

CHEMISTRY

W. J. BRAY, ———, ———

I. General Inorganic Chemistry. At least 15 units of high school work are presupposed. 3 quarters. $7\frac{1}{2}$ hours.

II. Organic Chemistry. Chemistry I or its equivalent is presupposed. Three quarters. $7\frac{1}{2}$ hours.

III. The Chemistry of Agriculture. Chemistry I or its equivalent is presupposed. A study of the chemistry of plant and animal growth and nutrition, and of soil fertility. One quarter. $2\frac{1}{2}$ hours.

IV. Analytical Chemistry. Qualitativ analysis, 2 quarters; quantitative analysis, 1 quarter. Chemistry I or its equivalent is presupposed. Three quarters. $7\frac{1}{2}$ hours.

V. Water Analysis. Chemistry I or its equivalent is presupposed. A systematic study of water supplies from the sanitary and engineering standpoints, including a study of the installation and maintenance of both municipal and private water works for the home and school. One quarter. $2\frac{1}{2}$ hours.

VI. Sanitation. At least three years of high school work are presupposed. A systematic study of the relation between the teacher and the school on the one hand, and individual and community health on the other. One quarter. $2\frac{1}{2}$ hours.

VII. Sanitary Bacteriology. An elementary study of the fundamental principles of bacteriology, including the bacteriology of water, foods, sewage, etc. Sanitation is presupposed. One quarter. $2\frac{1}{2}$ hours.

NOTE: In addition to the courses listed above, classes in the various branches of agriculture meet in the chemical laboratory, by an arrangement between the departments concerned, for such chemical experiments from time to time as may be needed to throw additional light on those subjects.

COMMERCE

MARK BURROWS, VERA FINEGAN, J. V. R. HILGERT.

The object of this department is to prepare teachers for commercial subjects in the high schools.

I. Bookkeeping.

Taught by the laboratory plan, the student spending two hours daily in the classroom. The work begins with a simple treatment of the theory of accounts, and by a blending of theory and practice gradually introduces the student to a course of representative business transactions according to the most approved business methods. Students who finish this work satisfactorily are well trained bookkeepers capable of applying their knowledge and proficiency either in the office or in teaching the subject to others. Four quarters. $1\frac{1}{2}$ units. Each quarter given every term. MR. BURROWS and MR. HILGERT.

II. Farm Accounting.

Bookkeeping and business practice, for candidates in the rural state certificate course. The scientific progressive farmer can not carry on his business to the best advantage without some attention to a systematic way of keeping records and accounts. One quarter, $\frac{1}{2}$ unit. MR. HILGERT.

III. Stenography and Typewriting.

Eligibility to the work in these subjects requires attainments or ability equal to those of a graduate of a first class high school. The work requires two class periods daily in addition to the time spent in preparation. As the primary object in offering these subjects is to prepare students to teach them, special attention will be given to the history and pedagogy involved. In addition students are instructed in the use of office appliances, such as duplicating machines, tabulators, adding machines, copying presses, filing cabinets, card index systems, and various methods of systematizing work. Three quarters. Each quarter given every term. MISS FINEGAN.

IV. The Geography of Commerce.

The geography of commerce is a study of the earth in its relation to man, dealing with the causes of interdependence existing between the different parts of the civilized world; hence it touches on science, industry, economics, and history. The work of the course will consist of recitations, lectures, library work, and an occasional excursion to some manufactory or extractive industry. An excellent collection of reference books, clippings, and illustrative material is provided, and an extensive use will be made of maps, illustrations, and diagrams by means of the lantern and cinematograph. The course is open to

those preparing to teach commercial subjects, and to candidates for the rural state certificate. Three quarters, 1 unit. MR. BURROWS.

EDUCATION

W. A. CLARK, SUSIE BARNES, MARK BURROWS, FLORENCE M. LANE, L. B. SIPPLE, THURBA FIDLER, EUDORA H. SAVAGE, LAURIE DOOLITTLE, H. G. SWANSON, HARRIET HOWARD, CLARICE EVANS, GENEVIEVE KIRKBRIDE

General Explanation

The courses in Education constitute a consistent group of studies in the aims, organization, equipment and processes of public school education. The order of numbering is primarily for convenience of records, tho a sequence of advancement may, in general, be traced in it. While certain courses are preparatory to others, constituting in a few cases a kind of group unity of two or more courses, each course has such completeness in itself as to give $2\frac{1}{2}$ hours' college credit independently. "The General Requirements" for certificates and diplomas given on pages 24 and 25 of this Bulletin indicate what courses are deemed to have value for all students.

Courses in Detail

I. Elementary Psychology. An introduction to modern psychology. The method comprises a recitation study of the textbook, introspectiv analysis by the student of his own concrete personal experiences, and definitely assignd library readings in the standard English treatises and textbooks. This course is introductory to all courses in the department of Education, and it should generally be taken first by beginning students. One quarter. $2\frac{1}{2}$ hours. MR. CLARK.

II. Principles of Teaching. An elementary study of the principles upon which good teaching is based, with constant applications in methods of instruction and management. By reference to approved methods of teaching, empirically known to the pupils, they are led in a study of well defined educational theory, with special reference to elementary teaching in rural and graded schools. One quarter. $2\frac{1}{2}$ hours. MR. BURROWS.

III. School Economy. An elementary course in school management, designd to prepare for efficient work in rural and village schools. It may be taken by beginners in professional study, and its studies are coordinate with those of the courses in School Curriculum, Principles of Teaching, and Rural School Management. It deals in a practical way with the common problems of classification, records, disciplin, etc. One quarter. $2\frac{1}{2}$ hours. MR. BURROWS.

IV. Rural School Management. For those who are beginning the study of Rural Education. The purpose is to construct in student consciousness a few definit ideals for country schools and to give knowledge of things necessary in order that the young teacher may become a vital force in the community. One quarter. $2\frac{1}{2}$ hours. MISS LANE.

V. Rural School Methods. For those about to teach in rural districts. Possibilities for developing the child's powers through the use of the

entire elementary school curriculum, as adapted to the conditions of the modern rural school, are discust in class and exemplified in the Model Rural School. One quarter. $2\frac{1}{2}$ hours. MISS LANE.

VI. Rural Sociology. A study of the life of rural communities, seeking to discover their tendencies and deficiencies, and to indicate plans for betterment. The student is led to consider the part that rural education must take in helping to solv the educational, social and economic questions. This course is intended for county superintendents and other advanced students interested in the problems of country life. Given regularly in the summer quarter, and at such other times as there may be a demand for it. $2\frac{1}{2}$ hours. MR. BURROWS.

VII. Practice Teaching, First Quarter. Required of all students seeking the elementary certificate. It consists of observation and teaching one subject or more one period daily for the entire term. This necessitates on the part of the student, careful planning of the lessons taught with the supervisor in charge who will assist in the organization of the subject matter and in the adaptation to the grade taught. The student teacher must stand the test of measurement of his work with the best current methods of presentation and the best practices in class management. $2\frac{1}{2}$ hours.

VIII. Practice Teaching, Second Quarter. To be done during the second year of the teachers college course. The practice teacher is advised to teach a different subject and a different grade each term in order to acquire skill in as great variety of school room practices as possible, but opportunity is given the student to select the work that will be most beneficial in furthering his or her plans for the future. $2\frac{1}{2}$ hours.

IX. Practice Teaching, Third Quarter. This work should preferably be done during the third year of the teachers college course. Students who can give satisfactory evidence of good scholarship, successful experience as teachers in the public schools, and the use of the best methods of teaching and class management may be permitted by the faculty of the department of practice to substitute other courses in the department of education for this quarter's work. See note on teaching in Major Study on page 25. Students who desire to teach in the high school or the upper grades of the elementary school must have qualifications in the subjects taught satisfactory to the corresponding academic department. $2\frac{1}{2}$ hours.

X. School Curriculum. This course deals with the curriculum of the elementary and high school. A preliminary study of the principles underlying the course of study and the history of its development is followed by a detaild investigation of current practice in methods of instruction and of the organization, value, and content of the various subjects of the school course. The best methods of instruction will be demonstrated by the teaching of children in the presence of the class. The course is given by the director and supervisors of the Practice School. Prerequisites, Psychology and Principles of Teaching. One quarter. $2\frac{1}{2}$ hours. MISS BARNES.

XI. Kindergarten and Primary Methods. For students preparing to teach in Kindergarten or primary grades. A fundamental study of kindergarten principles and methods, and a complementary study of the aims, ma-

terials and methods of teaching primary reading, language, literature, nature study, writing, hand work, and play. Psychology a prerequisite. Two quarters. 5 hours. MISS HOWARD and MISS KIRKBRIDE.

XII. The Teaching of Elementary English. This course is designed for graduates of high schools and for others who have studied Grammar, Composition, and Elementary Literature. It is especially for those who will teach in rural schools and in the grades of village and town schools. One quarter. $2\frac{1}{2}$ hours.

XIII. The Teaching of Arithmetic. This course is to give a clear insight into the content of arithmetic and to furnish adequate comprehension of arithmetical method. It is to furnish a perspective that will enable the students to attack the problems of teaching and judge the comparative values of subjects and processes in arithmetic. These aims are accomplished by formulating original problems and exercises that will relate arithmetic to the life and experiences of the child, and by bringing the work of the class into close touch with the actual teaching of children of all grades. Members of the class and experienced teachers will present various topics to the children of the Practice School, while the class observes the work with the ultimate aim of entering into the discussion and criticism of the completed recitation. One quarter. $2\frac{1}{2}$ hours.

XIV. The Teaching of History. A course as concrete as possible. It includes (1) tracing the history of history teaching in the United States, (2) finding out the best textbooks for use in elementary schools and high schools, (3) for illustrative purposes, giving simple and connected narratives in the classroom, (4) finding out the best current material on The Teaching of History. The course has vital relation with the daily lessons of the children in the Practice School. This is effected through observation lessons and through the interchange of the Practice School supervisor of history with history teachers of the Normal School classes, thus exemplifying very clearly in a variety of ways the pedagogics of history. One quarter. $2\frac{1}{2}$ hours. Given each term. MR. FAIR, MR. VIOLETTE.

XV. The Teaching of Geography. A practical course in the methods of teaching Geography, exemplified in the regular classroom work of the practice school. The facts of modern Geography are treated as having vital interest for the prospective teacher, in both subject matter and method; the purpose is to secure clear knowledge of what is to be taught and professional insight and skill in teaching it. One quarter. $2\frac{1}{2}$ hours. MR. BURROWS.

XVI. The Teaching of Advanced English. Like "The Teaching of Elementary English", this course is designed for graduates of high schools and for others who have a good knowledge of elementary English. It may be substituted for that course, if preferred. But the work here done is more critical in method and is recommended to those who will teach in the seventh or eighth grade or the high school. One quarter $2\frac{1}{2}$ hours.

XVII. The Teaching of Latin. The purpose: Intending teachers of Latin are (1) to acquire definite capabilities; (2) to be able to dispel the idea that Latin is "dead"; (3) to learn to teach an ancient language by modern

methods. Subjects considered: The best texts for each year's work; the constructions to be taught each year; the making of a course in second year Latin consisting of choice passages from the seven books of Caesar; reasons for the study of Latin; methods in scansion; preparation of charts illustrative of the practical value of Latin; dramatizations adaptable to each of the classes in high school Latin; programs and games for Latin clubs. One quarter. 2½ hours. MISS GREEN.

XVIII. The Teaching of German. A course in the underlying principles of language teaching. As concrete as possible. Topics and subject matter determined for each class by the particular needs of its members. Leading topics: 1. A brief study of the elements of phonetics, i. e. the physiology of the vocal organs and the physics and mechanics of speech. German and English sounds are analyzed and the international phonetic symbols for these languages are learned. This enables the prospective teacher to place the teaching of German on the basis of sound rather than symbol, to appeal to the ear rather than the eye and thus solve the problem of securing accurate pronunciation and an understanding for the spoken language. 2. The most important changes in the structure of the language in the light of historic development and similar changes in English. 3. A brief treatment of etymology, word formation and derivation. 4. A study of the trend of pedagogical thought in modern language teaching. 5. Application of all this to concrete problems. Offered in the summer quarter. 2½ hours. MR. HEYD.

XIX. The Teaching of Music. A critical and sympathetic study of the child voice. Practical studies in the teaching of public school Music, exemplified in practice school. Conducting. Course varied from quarter to quarter to meet demands of students in attendance. Spring and summer quarters. 2½ hours. MR. GEBHART.

XX. The Teaching of Fine Arts. Required of all who make Fine Arts their major study. The making of courses of study, outlines, and lesson plans for elementary schools and high schools. Discussions of subjects and mediums appropriate to primary, middle, and upper grades. Study of possible equipments and materials and their proper use and care. Practice of blackboard presentation and drawing, a subject so necessary and yet so little studied by most teachers. One quarter. 2½ hours. MISS LYLE.

XXI. The Teaching of Household Arts. The organization of courses of study, and methods of teaching the household arts,—cooking, sewing, laundering, etc. Adaptation of materials to different grades and schools. The planning and purchase of equipment necessary for household arts work. Students should have studied both Food Preparation and Sewing before taking this course. One quarter. 2½ hours.

XXII. The Teaching of Physical Education. See paragraphs under Physical Education.

XXIII. The Teaching of Science. A course in science instruction for those intending to teach science. The course deals with the relative importance of parts of the subject matter and with methods of presentation of scientific conceptions that experience has shown offer most difficulty to the student. The equipment of laboratories and laboratory technique and the content of

science courses in the high school will also be given proportionate consideration. Given by the science faculty at intervals to meet requirements. One quarter. $2\frac{1}{2}$ hours. MR. STOKES.

XXIV. The Teaching of Play and Festivals. See paragraphs under Physical Education.

XXV. History of Education, First Quarter. A genetic study in educational theory and practice from their simplest forms in primitive tribes thru their development in oriental peoples, in the civilizations of Greece and Rome, and in the seventeen centuries of Christian civilization preceding the dawn of modern education in the child-centered pedagogy of Rousseau and Pestalozzi. This course presupposes such a knowledge of educational principles and practices as may be obtained in the courses in Principles of Teaching, School Economy, and School Curriculum; and it prepares for the study of modern education in the second quarter's course. Courses XXV and XXVI constitute an analytic descriptive study of educational aims and practices as they parallel the growing world civilization; they are strictly historic studies in education, which are applied concretely at every stage to the forms and methods of our present public schools. $2\frac{1}{2}$ hours. MR. CLARK.

XXVI. History of Modern Education, Second Quarter. While this course is a continuation of the study of the first quarter in History of Education, it is more advanced in its aims and methods, dealing critically with the evolution of pedagogical thought since the days of Rousseau and with the growth of modern school systems, in their aims, organizations and practices. The student should bring to this course a theoretical and practical knowledge of the work of our public schools, and he should seek to formulate in it a rational world view of modern education. It may either precede or follow course XXVIII in the Science of Education. $2\frac{1}{2}$ hours. MR. CLARK.

XXVII. Educational Psychology. An advanced course in the application of psychological principles to education; it presupposes course I in general Psychology or its equivalent. In addition to a comprehensive study of the whole field, each student devotes himself to the study of some phase of child life or a practical detail in the art of teaching, upon which he prepares a final thesis. Daily class discussions, conferences, and library readings give general direction and unity to the work of the class. Admission to the course on consultation with the instructor. One quarter. $2\frac{1}{2}$ hours. MR. CLARK.

XXVIII. Science of Education. An advanced course in the science and philosophy of education. It covers in a general way the whole field of technical pedagogy; and the method comprises free class discussions with frequent appeals to the student's own experiences and observations and library readings. Students enrolling in this course should have such a general knowledge of educational theory and practice as may be obtained in the more elementary courses in psychology and the principles and practice of teaching. A short thesis is required. One quarter. $2\frac{1}{2}$ hours. MR. CLARK.

XXIX. High School Problems. An advanced course presupposing previous study in the more elementary courses in teaching, organization and management. It deals with the specific problems of the high school with particular reference to the matter and form of the curriculum. Questions

relating to the social life of adolescence, the administration of the institutional life of the school, and the vocational significance of school studies are considered concretely in free class discussions. The classroom recitations are supplemented by demonstration lessons in the Practice High School of the Normal School. This course is designed primarily for high school teachers and superintendents and is given regularly in the summer quarter. $2\frac{1}{2}$ hours. MR. CLARK.

XXX. School Administration. An advanced course for superintendents and principals, presupposing a theoretical and practical acquaintance with public school teaching. The organization and administration of state, county, and city school systems are critically described and discussed, the textbook study being supplemented by library readings. Special reports, oral and written, are a prominent feature of the method of this course. The school laws, organization, and administration of Missouri public schools are treated as types in a comprehensive general study of education. County superintendents and superintendents and principals of the schools of smaller cities will find this study helpful. $2\frac{1}{2}$ hours. PRESIDENT KIRK and others.

XXXI. Education in United States. An advanced course for students who are candidates for the 120-hour diploma. Admission on consultation with the instructor. The course comprises a general survey of education in the United States,—elementary, secondary, and higher. Past development, present activities and anticipated improvements are discussed in the light of fundamental pedagogical principles. Individual students are encouraged in special studies and reports on distinct phases of organization, equipment, maintenance, and processes of public schools. One quarter. Given when demanded. $2\frac{1}{2}$ hours. MR. CLARK.

ENGLISH

A. P. SETTLE, WARREN JONES, A. L. PHILLIPS, C. M. WISE, RALPH W. NOYER,
BLANCHE F. EMERY, IDA A. JEWETT.


High School Courses

Candidates for the elementary certificate taking their high school English here should offer the first ten terms named below. These should be taken in the order stated. Then if the student desires to offer four high school units, Business English and Elementary Reading and Speaking may be added.

I. Grammar. The first quarter is for persons who have not taken the subject very much above eighth grade, or who feel the necessity of foundation work. The second is to continue over the field of Grammar in a view of general principles. Two quarters. $\frac{2}{3}$ unit. Both quarters offered each term.

II. American Literature. The interpretation of American prose and poetry, and oral and written expression. The first term takes from the earliest important literature and includes a study of Irving, Cooper, Bryant, Poe, and Longfellow. The second term completes the general survey. Two quarters. $\frac{2}{3}$ unit. Both quarters offered every term.

III. English Literature. A general survey from the earliest period

to 1900, with critical study of masterpieces, accompanied by extensiv reading, with frequent oral andⁿ written reports and reviews. The first quarter goes thru the Puritan Age.  Two quarters. $\frac{2}{3}$ unit. Offerd every term.

IV. Composition and Rhetoric. In each term, literature will be much used as a basis for oral and written work. Three quarters. 1 unit. All parts offerd each term.

V. Advanced Grammar. More critical and comprehensiv than course I. It furnishes a good preparation for teachers in rural and other elementary schools. To be taken after courses I to IV, or after at least two years of high school English besides Grammar. One quarter. $\frac{1}{3}$ unit. Offerd every term.

The above stated requirements are on the assumption that all the work is done here. Graduates of high schools having courses that include these requirements will do well to choose a course in The Teaching of English in preparation for the elementary certificate.

College Courses

VI. English Literature. Including the Shakespeare period the first quarter; Milton to the rise of Romanticism, the second quarter; from the beginning of the Romantic Movement to the present for the third quarter. Three quarters. $7\frac{1}{2}$ hours. Second quarter repeated in summer, 1916.

VII. American Literature. First term emphasizes early or formativ periods, with study on Franklin, Irving, Bryant, Cooper, and Poe; second term, New England Renaissance, with special stress upon Emerson, Hawthorne, Webster, Whittier, Lowell, Holmes, and Longfellow; the remainder of our literary history the third term. Three quarters. $7\frac{1}{2}$ hours. Second quarter repeated in summer, 1916.

VIII. History of the English Language. Development of the English nationality, language, and literature thru the age of Chaucer. One quarter. $2\frac{1}{2}$ hours. Summer, 1916.

IX. Nineteenth Century English Literature. The poets, the critics and essayists, and the fiction writers are taken in the three quarters. This course may be elected by those having a year or two of general literature. Three quarters. $7\frac{1}{2}$ hours. Second quarter given in summer, 1916.

X. Tennyson and Browning. For advanced students. One term: $2\frac{1}{2}$ hours. To be offerd in the summer of 1916 only.

XI. The Bible as English Literature. Two terms in the Old Testament and one in the New Testament. A study not for doctrens, dogmas, or theology; it is to acquaint students with the fine literary expression in much of the Scripture, as well as to give a more ready knowledge of Bible history, narrativs, poetry, drama, and wisdom literature. Three quarters. $7\frac{1}{2}$ hours. Second quarter repeated in summer, 1916,—The Poetry, Wisdom Books, and Bible Dramas.

Advanced Composition. Three terms: $7\frac{1}{2}$ hours. Given in courses XII, XIII, and XIV, $2\frac{1}{2}$ hours each, as follows:

XII. Journalism. A study of newspapers, journals, and magazines,

and the use of the local town and county papers by teachers. School publications given special attention. "The Index" will furnish the chief laboratory practice. One quarter. $2\frac{1}{2}$ hours. Given each term.

XIII. The Short Story. A study of English and American short stories and their writers, a critical study of the art of story telling, and much practice in original production of various types of the short story. One quarter. $2\frac{1}{2}$ hours. Winter and summer terms.

XIV. Business English. For the study of spelling, with diacritical marking, syllabication, accent, and definition, with careful regard for homonyms, synonyms, antonyms, and the formation of derivativs and compounds; for study and practice in business correspondence; for developing ability to reproduce what has been read or heard; for improvement in the choice and use of words, in grammatical syntax, and in sentence structure. Especially for stenographers, typewriters, and students in Commerce Department; electiv by others. One quarter. $2\frac{1}{2}$ hours. Fall and spring terms.

XV. Shakespeare. Covering characteristics and general literature of Elizabethan Age,—prose, non-dramatic poetry, rise of the drama; Shakespeare, with a critical study of two or three plays; others read, discust, and reports made upon them. One quarter. $2\frac{1}{2}$ hours. Winter and summer terms.

XVI. The Teaching of Elementary English. For graduates of high schools and for others who have taken Grammar, Composition, and Elementary Literature. One quarter. $2\frac{1}{2}$ hours. Given every term.

See Education XII.

XVII. The Teaching of Advanced English. Like course XVI, it is for graduates of high schools and for others who have a fair knowledge of elementary English. One quarter. $2\frac{1}{2}$ hours. Given every term.

See Education XVI.

XVIII. Elementary Reading and Speaking. a. First term: A drill or practice course in which nearly all the work is done in the class. It consists of reading from various sources; of the discussion of the principles of oral expression; of proper use of the voice to meet the thought and emotional requirements. One quarter. $1\frac{1}{4}$ hours. Given every term.

b. Second term: Requiring preparation. It consists of the reading and speaking of dramatic and oratorical extracts and the study of complete plays and orations. One quarter. $2\frac{1}{2}$ hours. Given in the winter, spring, and summer terms.

XIX. Advanced Reading and Speaking. The preparation of varied matter for public delivery, and the delivery of matter prepared by student or taken from other sources. Printed matter of various types studied as models. One quarter. $2\frac{1}{2}$ hours. Fall and spring terms.

b. Argumentation and Debating. Study of principles; preparation of briefs, outlines, and arguments; practice in analysis and the use of evidence; frequent practice in debating. Organization and management of debating societies. Interclub and interschool debating considerd. One quarter. $2\frac{1}{2}$ hours. Given in winter and summer terms.

XX. Dramatization. A practice and laboratory course. Recasting

and adapting dramas; turning literature and history into drama; producing original plays; performance of any or all of these and standard classical and modern dramas. One quarter. 2½ hours.

XXI. Modern Grammar, or Science of the English Language.

A critical review of the Advanced Grammar, with historic development. Emphasizing features that are difficult in study and teaching. For superintendents, principals, and teachers of English. Recommended to all who are about to obtain diplomas. One quarter. 2½ hours. Given in winter and summer terms.

FINE ARTS

GRACE LYLE, LENA E. PATTERSON

I. General Art. The first year in Fine Arts gives the students sufficient preparation to enable them to teach Drawing in the elementary schools. This course requires no outside preparation. Each quarter's work is divided into four parts covering Color Theory, Conventional Design, Applied Design, and Perspectiv. Three quarters.

NOTE. The second, third, fourth, and fifth year courses require preparation. These are to prepare special teachers and supervisors in elementary schools, high schools, and normal schools. The first year course is a prerequisite for entrance into the college classes.

II. Drawing and Painting (Perspectiv). The principles of perspectiv are develop't thru experiment and observation. They are applied in the sketching of objects, interiors, street scenes, and later in landscape composition and outdoor sketching. The harmony of color and beauty of composition are studied in this course and the students work for proficiency of technique in the different mediums, pencil, charcoal, crayon, water color and oils. Three quarters.

III. Design and Art Structure. Design is studied to give a general knowledge of composition. The principles are taken up in consecutiv lessons beginning with the study of proportion, space division, and harmony of line arrangement. The theory of color and the principles of the uses of varying lines, values, and intensities are studied. In this course the crafts are also presented. Stenciling, wood block printing, leather tooling and metal work will be given as the student is ready for them. Three quarters.

IV. The Teaching of Art. One quarter. See Education XX.

V. Art History. The course in Art History and Art Appreciation covers the field of Oriental, Greek, Roman, and Medieval Art, and Renaissance Art and Architecture. As a rule it should be taken by students while pursuing their third year of art. A prerequisite is at least a course of European history of high school rank. Three quarters.

VI. The fifth year consists of any three terms chosen from the following courses:

1. Advanced Composition and Illustration. Color and form values and harmony are studied first in charcoal tones, then in oil paints, working first from landscape or model, later in original compositions of landscape and figure to illustrate a given subject.

It is desirable that this class shall learn the use of the camera in Art Photography as a means of planning compositions. A term of Art Photography will be accepted as the equivalent of one term in Advanced Composition. Two quarters.

2. Clay Modeling and Pottery. This course includes the copying of some simple historic ornament in clay, the making and decorating of tiles in historic and original ornament, designing and executing pieces of pottery, and some modeling in the round of such studies as will be of use to primary teachers. The course in pottery includes designing and executing of vase forms, firing, glazing and simple ornamentation of vases, etc. The course may be carried as a study not requiring preparation, but must be preceded by two terms of study in Fine Arts. Two quarters.

3. China Painting. This course includes the designing of all pieces decorated but most of the course is given up to the technique of china painting and firing. The equipment includes two firing kilns. The course may be carried as a study not requiring preparation, but two terms of previous study in Fine Arts are necessary for admission to this course. Two quarters.

4. Costume History and Design. Instruction is given in the principles of design and color harmony as applied to textiles, embroidery, and costumes. The history of costume is studied for the suggestions which it affords designers of present day costumes. Some instruction in Fine Arts must precede this course.

Special attention is given to the designing of costumes suited in line and color to the wearer and use of the costume.

This course is a prerequisite of the second term of the course in sewing and can be used to best advantage if it is carried at the same time as the first term of that course. One quarter.

5. House Decoration. This course is a continuation of the course in House Construction given in the Home Economics department. The study of spacing, harmony of line and color in wall and window decoration, carpets, pictures and furniture is given. The students make color schemes and plans for decoration of rooms and houses and bring samples of materials to be used. The courses in Costume and Interior Decoration are planned to give the student as thorough a knowledge as possible of the practical use of the principles previously studied in the Perspective and Design courses. One quarter.

NOTE: Students making Fine Arts their major study are required to carry The Teaching of History as one of their studies in Education.

GERMAN*

J. W. HEYD, GERTRUDE NAGEL.

All courses stress the constructive side of the language.

I. Beginning German. This course is taught on a phonetic basis. The direct method is used. Stress is laid on accuracy of pronunciation and the training of the ear and the vocal organs by actual use of German in the classroom from the first and by singing German songs. Grammar and syn-

*For greater detail send for Modern Language Bulletin No. 1.

tax are learned largely by induction. Three quarters. $7\frac{1}{2}$ hours. MR. HEYD and MISS NAGEL.

II. Conversation and Composition Course. This consists entirely in practice of German conversation and free composition. Von Jagemann's German Syntax is used for reference. One quarter. $2\frac{1}{2}$ hours. MR. HEYD and MISS NAGEL.

III. Reading Course. In this course representative German novels and short stories (Novellen) are read as a basis for conversation and composition. A minimum of translation. German songs are sung. Two quarters. 5 hours. MR. HEYD and MISS NAGEL.

IV. Advanced Composition Course. This course is designed for: (1) students having had at least two years of German; (2) mature students of German parentage, who know their inflections and read German readily, but need to master German from its constructive side. One quarter. $2\frac{1}{2}$ hours. MR. HEYD.

V. Advanced Reading Course. Poetry, novels and dramas are read. The interpretation is given largely in German orally or in writing. Free composition throughout. Two quarters. 5 hours. MR. HEYD.

VI. Schiller Course. A course in Schiller's life and works. As much as possible in German. Three quarters. $7\frac{1}{2}$ hours. MR. HEYD.

VII. Goethe Course. A course in Goethe's life and works. Entirely in German. Three quarters. $7\frac{1}{2}$ hours. MR. HEYD.

VIII. Advanced Drama Course. A course in the dramas of such writers as Lessing, Hebbel, Grillparzer and Kleist. Three quarters. $7\frac{1}{2}$ hours. MR. HEYD.

IX. The Teaching of German. See Education XVI.

HISTORY AND GOVERNMENT

E. M. VIOLETTE, EUGENE FAIR, ANDREW OTTERSON
J. L. KINGSBURY, —————

High School Courses

I. American History. A course dealing with the history of the United States from its beginning up to the present. The European background is first emphasized thru the use of such little books as Harding's Story of Europe. Tho the political history constitutes the thread of the course, much emphasis is placed on the social and economic phases, especial attention being given to the history of agriculture. Three quarters. 1 unit. All three quarters given every quarter. MR. FAIR, MR. OTTERSON, and MR. KINGSBURY.

II. European History. A general course in history from the dawn of civilization to the present. The first quarter is devoted to the ancient period, the second to the medieval and early modern periods, and the third to the later modern times. Robinson, Breasted, and Beard's Outlines of European History is used as the text. Three quarters. 1 unit. MR. KINGSBURY and MR. VIOLETTE.

III. Civil Government. A course devoted first, to the study of local, state and federal government, with special reference to structure and officers; and second, more especially to the study of governmental functions. Inasmuch as the character of this course has been materially changed, the privilege that has been heretofore granted to students to take the second quarter before taking the first, if that would suit their convenience in making out their programs, will have to be discontinued. Hereafter the first quarter or its equivalent must precede the second quarter. Two quarters. $\frac{2}{3}$ unit. MR. OTTERSON.

College Courses

I. Medieval and Modern History. A course giving a broad and general view of the development of Western Europe from the last days of the Roman Empire to the present time, with special emphasis on the more recent periods. It is recommended that this course should precede all other college courses in history, and that it should be selected by those who do not take anything in history beyond the minimum requirements for any of the diplomas. It is expected that those who take this course have had at least two units of high school history. Three quarters. $7\frac{1}{2}$ hours. MR. VIOLETTE.

II. Ancient History. A course in the political history of the ancient Oriental, Greek and Roman worlds. Special emphasis is placed on the lives of some of the great characters of each country and upon the characteristic institutions, political and social. Three quarters. $7\frac{1}{2}$ hours. MR. KINGSBURY.

III. English History. A general survey of the history of England and Greater Britain from earliest times to the present. Special attention will be given to the constitutional and industrial phases with a view to a better understanding of the present conditions in the British Empire. Three quarters. $7\frac{1}{2}$ hours. MR. VIOLETTE.

IV. American Constitutional History. This course is in reality one on the History of American Government and Politics. It has been found that a course devoted almost exclusively to constitutional principles is too much of a lawyer's study. It is assumed that those who take this course have had at least three units of high school history. Three quarters. $7\frac{1}{2}$ hours. MR. FAIR.

V. Primitive History. A course in which the intention is to give an insight into the growth and development of the social and industrial institutions which prevail among primitive peoples, together with the fundamental motives and means involved. Projects showing industrial development are included in the course. One quarter. $2\frac{1}{2}$ hours. MISS DOOLITTLE, MISS EVANS.

VI. Ancient Life. A study of the private, social, economic, and commercial activity of the ancients from the dawn of Egyptian History to the close of Roman History. Particular attention is paid to the position of women, the agriculture, literature, religion and philosophy of each nation under discussion. The course in Ancient History is a prerequisite for all except those who are majoring in the Latin Department. Three quarters. $7\frac{1}{2}$ hours. MR. KINGSBURY.

VII. Medieval Institutions. A course in which the political, religious and social institutions and the life, manners, and customs of the people of the medieval period, will be studied in considerable detail. It must be preceded by the course in Medieval and Modern History or its equivalent. Three quarters. $7\frac{1}{2}$ hours. MR. VIOLETTE.

VIII. Nineteenth Century History. A detailed investigation of the history of Europe since 1815. It must be preceded by the course in Medieval and Modern History or its equivalent. Three quarters. $7\frac{1}{2}$ hours. MR. VIOLETTE.

IX. Advanced Civil Government. A general course of college rank in the study of the United States. This does not duplicate any part of courses X and XI given by Mr. Fair, but may advantageously precede them. Open only to students who are able and willing to do work of college grade. One quarter. $2\frac{1}{2}$ hours. MR. OTTERSON.

X. American Government and Politics. This is not a course in history. It is a study in the present of what the American Constitutional History deals with in the past. Actual workings of the government, both thru political and governmental organization," are studied. Newspapers and magazines are used all the time. It should not be taken by any one who has not had at least from three to four units of high school history. Not given prior to the summer of 1916. Three quarters. $7\frac{1}{2}$ hours. MR. FAIR.

XI. Political Institutions. About one third of this course deals with the state in its origin, nature, functions, and organization, and the rest with comparative government in which the actual governments of the leading states of Europe will be considered. Students should have had at least one year of college history before entering this course. Three quarters. $7\frac{1}{2}$ hours. MR. FAIR.

XII. Economics. This course relates itself very closely to the history courses. While not leaving our economic theories, it aims to be very practical. It is the intention to make it especially helpful to those teaching economics in the high school. Three quarters. $7\frac{1}{2}$ hours. MR. FAIR.

XIII. Sociology. Beginning with September, 1915 a course in general sociology will be offered. The character and special features of this course will be announced later. Three quarters. $7\frac{1}{2}$ hours. MR. OTTERSON.

XIV. Historiography and Bibliography. A course given by all of the members of the Division of History and Government in conjunction, in which a study will be made of the sources of our knowledge of the various fields of history, and in which an examination of some of the great historical works will be undertaken in the light of the sources on which they are based. One quarter. $2\frac{1}{2}$ hours.

XIV. The Teaching of History. See Education XIV.

HISTORICAL MUSEUM

Within the last two or three years a beginning has been towards the organization of a historical museum, and a special room has been fitted up for its use. The object is to bring together those things that will contribute

to a more successful study of the life of the past, especially as it differs from that of the present.

Several articles have been purchased, such as some Babylonian clay tablets, early Palestinian lamps, facsimiles of royal seals, and models of various sorts, such as Romanesque and Gothic windows, medieval siege towers, weapons and armor, coats of arms of medieval guilds, Roman and Greek costumes, Roman house and peasant house, minnesinger's harp and Gutenberg press. The famous Sands collection of Indian relics of a thousand pieces, many of which are very rare, has also been purchased.

But by far most of the exhibits that are in the museum have been placed there by the students and other friends of the institution either as gifts or loans. In fact but for the kindness and generosity of these friends the museum as it now is would have been impossible. Its further development will depend very largely on the continued interest of those who have the good of the institution at heart.

Many of the things that are wanted are lying around in the homes of people many of whom are not specially interested in them and who are likely to destroy them at any time just to get them out of the way. A list is given below of some of the things that are wanted. Persons who have articles mentioned in this list or other things that may be suggested by it, and who will be willing to give or lend them to the museum, are earnestly requested to communicate with the President of the School or with any member of the Division of History and Government regarding what they have. All transportation charges will be paid on all articles brought in or sent. Any article loaned may be withdrawn at any time.

The list of articles still wanted is as follows:—

Agricultural Implements—Flail, wooden fork, wooden tooth harrow, wooden mauls, and wooden wedges.

Clothing—Pioneer hunter's shirt and leggings, any article of wearing apparel over twenty-five years old.

Domestic Industry—Spinning wheel, loom, reel, winding blade, hand sewing machine, hand woven fabrics and bed covers.

Household Furniture and Utensils—Old fashioned lamps, andirons, cooking utensils used around fire place, ovens, pewter dishes.

Indian Relics—Bows, baskets, pottery.

Legal Documents and Records—Early deeds, land patents, honorable discharges, apprentice papers.

Military Accouterments—Uniforms, knapsacks, canteens.

Money—Foreign coins, Continental currency.

Newspapers of Early Times.

Pictures—Daguerreotypes, early photographs, tin types.

Records of Societies and Orders.

School Apparatus—Slates, textbooks fifty years or more ago, sheep's wool eraser, abacus.

Stamps of Special Issue.

Timepieces—Old clocks, hour glass, sun dial.

Weapons—Guns, pistols, swords, knives.

HOME ECONOMICS

—————, MISS SNOWDEN.

Students desiring a 90-hour diploma named from major studies in home economics should choose the following studies in this department: Sewing and Dressmaking, $7\frac{1}{2}$ hours; Costume History and Design, $2\frac{1}{2}$; Food Preparation, $7\frac{1}{2}$; Household Management, $2\frac{1}{2}$; Dietetics or Textils, $2\frac{1}{2}$. For subjects not requiring preparation they should select Industrial Arts, $1\frac{1}{4}$ hours; Fine Arts, $3\frac{3}{4}$. The minor studies in science are Chemistry, 5 hours; Physics, $2\frac{1}{2}$; Sanitation, $2\frac{1}{4}$; Sanitary Bacteriology, $2\frac{1}{2}$.

Students desiring a 120-hour diploma named from major studies in home economics should choose the subjects in home economics outlined for the 90-hour diploma, including both Dietetics, $2\frac{1}{2}$ hours, and Textils, $2\frac{1}{2}$, also one other elective study in this department. The subjects not requiring preparation and the minor studies in science are the same as for the 90-hour diploma with the addition of $2\frac{1}{2}$ hours more in Chemistry.

Textils and Clothing. Students are urged to receive some instruction in Fine Arts previous to or during the time that they are studying any of the courses in Textils and Clothing. Costume History and Design should be studied with the course in dressmaking.

Sewing. The use of all the fundamental stitches, the making of articles by hand and with the sewing machine and its attachments, the drafting of patterns, simple embroidery, crocheting, the care and repair of clothing. Open to students of high school rank. For high school group, $\frac{1}{3}$ unit, for college group, $2\frac{1}{2}$ semester hours.

Dressmaking. The drafting and making of simple outer garments of cotton; the use of the form in designing and fitting.

Sewing is prerequisite to Dressmaking. Open to students of high school rank. For high school group, $\frac{1}{3}$ unit; for college group, $2\frac{1}{2}$ hours.

Advanced Dressmaking. The making of dresses of silk and wool. $2\frac{1}{2}$ hours.

Textils. Presented from the point of view of the purchaser. A study of the principal textil fibers and their manufacture into cloths, and of manufacturing conditions which affect the hygienic, economic and esthetic value of materials; tests for adulteration. $2\frac{1}{2}$ hours.

Costume History and Design. $2\frac{1}{2}$ hours. See courses in Fine Arts.

Foods and Cookery. The following courses may be elected by students of college rank. Two and one-half hours in General Inorganic Chemistry must precede the courses in this group.

Food Preparation. A study of the composition of foods, the reaction of the chief agents used in cooking, food production and manufacture, the economic selection, purchase, and care of food. The cooking and serving of food both in large and small quantities. $7\frac{1}{2}$ hours.

Dietetics. The fundamental principles of human nutrition applied to the feeding of individuals and families. Modern dietary standards are applied to practical problems. Typical dietaries for families of different incomes, for infants and children, for the sick and aged. Food preparation prerequisite. $2\frac{1}{2}$ hours.

Special Food Preparation. Food and diet for young children, for the sick and convalescent. Prerequisite, Dietetics. 2½ hours.

Household Administration. The following courses may be elected by students of college rank.

House Construction. The development of shelter, history of the house, and principles of planning. Students draw house plans and study plumbing, heating, ventilation and lighting systems for modern houses. 2½ hours.

House Decoration. See courses in Fine Arts. 2½ hours.

Household Management. Scientific and economic principles applied to the solution of such problems of the housewife as the division of income, keeping of accounts, choice of dwelling, purchasing of supplies, domestic service, apportionment of time and methods of work. 2½ hours.

Home Nursing. Instruction is given in simple emergencies in first aid and in simple procedures in the home care of the sick. 2½ hours.

Home Problems. This course affords opportunity for the practical application of the knowledge gained in previous courses, especially in Food Preparation, which is prerequisite to it. Students work in the small kitchen and dining room, planning, marketing, cooking and serving meals for various occasions under definite limitations of time and cost. 2½ hours.

Household Arts Education. a. The Teaching of Household Arts. 2½ hours.

See courses in Education.

Household Arts for Rural Schools. A course presenting simple problems in cookery, sewing, laundering and cleaning that might be taught in a rural school. The preparation of noon lunches will be part of the work in this course. Methods of teaching these household arts in the country school will be considered as they are studied.

This course is open only to those who expect to teach in rural schools. ⅓ unit.

THE 90-HOUR KINDERGARTEN-PRIMARY COURSE

MISS HOWARD, MISS KIRKBRIDE

Students desiring to secure a Kindergarten-Primary diploma are required to complete the regular 90-Hour Course as outlined in this Bulletin and in conformity with the following specifications:

| | |
|---|---------|
| From Education I, VII, VIII, IX, XI, XII, XIV, XV, XXVI.... | 25 hrs. |
| From Education II and III, elect..... | 2½ hrs. |
| From Education, elect..... | 2½ hrs. |
| From Physics, Physical Geography, and Chemistry, elect..... | 7½ hrs. |
| From School Gardening, Farm Animals, Dairying, and | |
| Poultry Culture, elect..... | 5 hrs. |
| From English VI, VII, IX, and X, elect..... | 7½ hrs. |
| From English XV, elect..... | 2½ hrs. |
| From English, elect..... | 2½ hrs. |
| From Medieval and Modern History..... | 7½ hrs. |

| | |
|--------------------------------|----------|
| From Primitiv History..... | 2½ hrs. |
| From Industrial Arts..... | 1¼ hrs. |
| From Vocal Music..... | 2½ hrs. |
| From Fine Arts..... | 2½ hrs. |
| From Physical Education..... | 1¼ hrs. |
| From General Requirements..... | 17½ hrs. |

LATIN

B. P. GENTRY, T. JENNIE GREEN

I. Latin for Beginners. Declension of nouns, adjectivs, pronouns; conjugation of verbs; comparison of adjectivs; formation of adverbs; principles of syntax. Three quarters. 1 unit. Given every quarter. MR. GENTRY and MISS GREEN.

II. Caesar and Prose Composition. Four books of Caesar. Two lessons per week in Prose Composition, based on parts of Caesar previously read. Chief aim: To secure complete grasp of Latin prose syntax and style and Latin word order, together with historical setting of subject matter of Latin read. Three quarters. 1 unit. At least two quarters offerd each term. MR. GENTRY and MISS GREEN.

III. Cicero. Six orations, usually the four against Catiline, the Pro-Archia and the Manilian Law. Prose exercises twice a week, based on orations read. Outline of Roman Constitution. Idioms prevalent in Cicero. His style. Two quarters. 5 hours. Given fall and winter quarters and one other. MR. GENTRY and MISS GREEN.

IV. Ovid. Autobiography. Selections from the Heroides, the Amores, the Metamorphoses, the Ars Amatoria and the Remedia Amoris, Mythology, Meters: Elegiac Dystich. Dactylic Hexameter. One quarter. 2½ hours. Once a year. MR. GENTRY.

V. Vergil's Aeneid. Six Books. Metrical pronunciation insisted on. Religious import. Vergil a stimulus to the imagination. Two quarters. 5 hours. Given winter and spring terms. Repeated when necessary. MR. GENTRY and MISS GREEN.

VI. Terence. Phormio and one other play, adapted for introduction into high school courses. One quarter. 2½ hours. Offerd in summer term and one other.

VII. Livy. Book XXI and part of XXII. Prose twice a week. Distinction of legendary and authentic history. Livy as a historian. One quarter. 2½ hours. Given in fall term.

VIII. Horace. Selections from Odes and Epodes, Satires and Epistles. Choice passages memorized. Two quarters. 5 hours. Given winter and spring terms.

IX. The Teaching of Latin. Once a year or oftener. See Education XVII.

X. Electivs. In the summer term a course will be offerd in one of the following: Cicero, "De Amicitia" and "De Senectute"; Tacitus, "Agricola"

and "Germania"; Seneca, "Moral Essays"; "The Institutes of Gaius and Justinian". 2½ hours.

NOTE: For diploma with Latin as major subject, see page 27.

THE LIBRARY

O. A. PARRISH, LULA J. CRECELIUS, META GILL, HELEN G. GRAY,
SYLVA BROWNE

The library is open from 7:30 a. m. to 9:00 p. m. except Saturday when the hours are from 7:30 a. m. to noon.

The general library consists of 22,000 volumes catalogd according to the Dewey decimal system, 6,000 government documents, and 100 current publications; the Practice School has 3,500 volumes and the Rural school a carefully chosen collection.

Reference works, including dictionaries, encyclopedias, reference work on history, literature, etc. are on open shelves, accessible to all.

An educational library of reference, school texts and exhibits presenting illustrativ material in the field of education designd for advanced students is gradually being organized.

This will include the best texts on elementary and secondary subjects; old text books illustrating the history and development of methods; a collection showing the historical development of books for children; catalogs of universities, colleges and normal schools; bibliographies upon special educational topics; a collection of educational bulletins, reports of various educational organizations, with pictures, maps, charts, lantern slides, and other supplies illustrating the most advanced educational ideas.

LIBRARY ECONOMY

MISS PARRISH, —————

The purpose of the work offerrd by this department is to teach the organization and administration of school libraries, to give a course in children's literature, to show the relation of organized library work to the school curriculum.

1. Elementary Course. (Use of a library and children's literature, ½ quarter each).

Organization and administration of a small library; children's literature and story telling; instruction in the use of the library (including the use of dictionaries, encyclopedias, ready reference, study reference, and the card catalog); instruction for children in the grades in the use of the library; elementary bibliography; appraisal of books on special subjects; library legislation. One quarter. Given every quarter. 2½ hours. MISS PARRISH.

2. Advanced Course. Accessioning, classification, cataloging; reference work, book mending; loan systems; current library history; current periodicals; bibliography; and public documents.

Minimum requirement for entrance is a high school course including a four years' course in English. Six quarters. 15 hours. MISS PARRISH.

MANUAL ARTS

—, CLARICE EVANS

Aim. To prepare teachers for manual training work in elementary schools and in high schools.

Since the manual arts movements is in the direction of the vocational or practical side, this department is extending its work into very practical fields. For instance, the wood work has been extended into practical carpentry work. Such work will be undertaken as the designing of a model country home with septic tank and complete private sanitary sewer system. Attention is given to sanitation, lighting, heating, and finishing. Furniture making will receive increast attention.

I. Clay. The modeling of simple forms. Upon completion of this elementary course the student may elect a course in sculpture work,—building the statue, forming plaster of Paris mold, then casting the finisht product in plaster of Paris, assembling the various parts and finishing. Pottery made in the elementary course is fired into biscuit. The biscuit is then glazed. Simple decoration may be applied to some of the pieces.

II. Bent Iron and Sheet Metal. Work is suitable for grades five and six.

III. Wood. Work in wood begins in the last half of the fourth grade, or where only a little instruction has been given in cardboard construction, at the beginning of the fifth grade. This work continues through grades 6, 7, and 8.

IV. By the time the student has finisht the grade work making useful articles he finds himself prepared to begin work on a larger scale. Cabinet making now claims his attention. This form of work takes the place of what was once termed High School Joinery. A certain amount of skill is acquired thru designing and constructing articles of furniture. The student finds himself in a broad field when he enters this line of work. This is recommended for high schools.

V. Wood Turning. Purpose: to familiarize the student with wood turning tools and lathe operations, the requisit skill being acquired by means of exercises embodying the various methods. The course follows joinery and forms a better foundation for pattern making and forge work.

VI. Forging. Purpose: to teach by means of a progressiv series of models, the fundamental principles of forging, each new model containing a new principle combined with some previously taught.

VII. Pattern Making. Enough work in pattern making can be given to acquaint the student with some of the principles underlying patternmakers' work.

VIII. Mechanical Drawing. The general aim is to familiarize students with the use of the principal tools used in mechanical drawing; to inculcate ideas of accuracy and neatness; to instil some of the principles of orthographic projection; and to cultivate the "constructiv imagination."

IX. Industrial Arts. This course is pland especially for teachers in elementary schools. Its organization is grouppt about the needs of man, such as food, shelter, clothing, records, utensils, tools, machines, and weapons.

Some illustrativ projects are the doll's house, a clay bowl, a box, a basket, a loom, a woven article, a bound book. All projects involv motiv in the use of materials and in social or industrial relationships. One quarter. Offerd every term. $1\frac{1}{4}$ hours. MISS EVANS.

MATHEMATICS

WM. H. ZEIGEL, BYRON COSBY, R. E. WHITE, G. H. JAMISON

High School Courses

I. Arithmetic. This course deals with the fundamental processes of arithmetic and their applications to the problems of everyday life. It also considers some of the advanced phases of the subject, together with the intricacies of actual business practices. Three quarters. 1 unit. Given every term.

II. High School Algebra. This course is a thoro treatment of the topics of high school algebra, with special emphasis on graphical representation, character of roots of quadratic equations, variation, and practical applications to geometry. Four quarters. $1\frac{1}{2}$ units. Given every term.

III. Plane and Solid Geometry. A study of rectilinear figures, circles, similar polygons, mensuration, and geometry of space, with emphasis upon graphical representation and concrete problems depending upon the principles of geometry. Three quarters. $1\frac{1}{2}$ units. Given every term.

College Courses

IV. The Teaching of Arithmetic. This course is intended to give a clear insight into the content of arithmetical method, and a perspectiv that will enable the student to judge the comparativ values of various subjects and processes in Arithmetic. One quarter. Credit, $2\frac{1}{2}$ semester hours.

For details see Education XIV.

V. The Teaching of Secondary Mathematics. This course is planned to give the student a definit notion of the value and place of Secondary Mathematics in the curriculum. It will trace the historical development of Algebra and Geometry, organize their material, and correlate them with other allied subjects. One quarter, $2\frac{1}{2}$ hours (academic credit).

VI. Plane and Spherical Trigonometry. A study of relations. It correlates Algebra and Geometry. Use is made of the transit, and practical problems in the field are formulated and solvd. Two quarters. 5 hours.

VII. Surveying. This course includes different forms of land surveying, laying out of country roads, cross section work, differential and profile leveling, contour work, drainage areas, laying out railroad curvs and computing fills. The student is required to get a practical knowledge of the transit, compass and level, and the adjustment of these instruments. No one will be admitted to this course who cannot devote to it four hours each day. One quarter. $7\frac{1}{2}$ hours. Given only in the summer term. Prerequisite: Course VI.

VIII. College Algebra. This course includes a comprehensiv study of symmetry, irrational numbers, quadratic equations, graphical representation, the binomial theorem, progressions, theory of equations, determinants, partial fractions, inequalities, variation and infinit series. Two quarters. 5 hours.

IX. Analytic Geometry. A thoro study of the point, straight line, circle, parabola, ellipse, hyperbola, tangents to any conic, diameters, poles and polars, the general equation of the second degree, and higher plane curves; also the elements of analytic geometry of space. Two quarters. 5 hours. Prerequisite: Course VIII.

X. Differential and Integral Calculus. The course will include all the common forms in differential calculus with practical problems; also the usual work in integral calculus with application to Mechanics. Two quarters. 5 hours. Prerequisite: Course IX.

XI. Theory of Equations. This course will treat of the properties and roots of equations, the algebraic solution of the cubic and quartic, the solution of binomial and reciprocal equations, symmetrical functions of the roots, elimination and determinants. One quarter. $2\frac{1}{2}$ hours. Prerequisite: Course IX.

XII. History of Mathematics. This course gives a historical survey of the science of mathematics. It enables the student to follow the genesis of this science, to grasp the essential facts of mathematics, and to utilize them in the teaching profession. One quarter. $2\frac{1}{2}$ hours. Given in the winter term. Prerequisite: Course X.

MUSIC

The Music course is designd especially to meet the needs of the public schools of Missouri in the way of music and to develop supervisors of music. It is not to be considerd as the usual "conservatory course". The principal idea is the development of the abilities to direct and teach music, not to make instrumental or vocal virtuosi. The course is thoro. At the same time it gives ample time for the general education of the student. It is pland in conjunction with sound academic and college courses. One-sided musicians are never a success in the public schools.

For a complete description of the course, see the special bulletin to be publisht in August, 1915.

Vocal Music Classes. 1st Quarter. Sight Reading of simple melodies. Scale formations. The work of the first three grades in Public School Music. 1-6 unit.

2d Quarter: Sight Reading of rather difficult melodies. Part singing. The work of the Fourth, Fifth, and Sixth Grades in Public School Music. 1-6 unit.

3d Quarter: Advanced Sight Reading (Difficult). The work of the Seventh and Eighth Grades in Public School Music. 1-6 unit.

NOTE: The Vocal Music Classes are the basis for the entire Music course. No one may enter the class in "Physics of Music" till this course or its equivalent has been completed.

Physics of Music. See description under PHYSICS.

Harmony. First quarter: Major and minor scales; triads and their connections; harmonization of melodies with simple triads. $2\frac{1}{2}$ hours. Second quarter: Triads, seventh chords, and their connections; harmonizations of melodies. $2\frac{1}{2}$ hours. Third quarter: All other triads and chords; practical application in harmonization of melodies. $2\frac{1}{2}$ hours.

Counterpoint. First quarter: Plain Counterpoint. 2½ hours. Second quarter: Modern Counterpoint. 2½ hours.

Form. First quarter: Study of canon, fugue, sonata, and symphonic forms. 2½ hours. Second quarter: All "song forms"; cantata, opera, and oratorio. 2½ hours.

Instrumentation. Special study of how to write for the different instruments of band and orchestra. One quarter. 2½ hours.

Orchestration. Arranging from piano or vocal scores for full band or orchestra; condensation of full orchestra score for small orchestra; arrangement given actual trial under direction of student, using the Normal School Orchestra as a clinic. One quarter. 2½ hours.

History of Music. Study of the development of music from the most ancient times to the present time, each period illustrated, where possible, by music examples. One quarter. 2½ hours.

Biography of Musicians. Lives of the great composers from the time of Guido of Arezzo to the present. Illustrative programs from each composer. One quarter. 2½ hours.

The Teaching of Music. (See "Education" XIX).

The Chorus. (Continuous membership required of all major Music students. Open to all students who have good voices). Major Music students' minimum credit, 5 semester hours. Other students, 1½ semester hours. Rehearsals once a week. Study the Standard Oratorios, Cantatas and Masses. (The most important feature of the Music course).

Opera Study Classes. Standard Light and Grand Operas. Designed to meet the needs of students who will be required to do this kind of work in a school or community. Major Music students' minimum credit, 5 semester hours. Other students, according to time actually spent in rehearsals.

The Orchestra. Membership open to all students who can play an orchestra instrument and read music fairly well. May be required of major Music students. 1½ hours per term.

Individual Lessons. A student becomes eligible to elect his major subject during the last half of the 60-hour course. When he has elected Music as his major, he will then be entitled to individual lessons in piano playing and singing upon signing the special agreement prepared by the Department of Music and approved by the President of the school. Under these conditions no extra fees can be charged for these lessons.

NOTE: Piano and vocal lessons are for incidental development purposes and do not receive credit for graduation purposes.

PHYSICAL EDUCATION FOR MEN

H. L. McWILLIAMS.

I. Organized Play in Education. Planned for elementary and high school teachers. Special emphasis on correlation of play with school studies; the grading and teaching of games. Practice Teaching assigned. Summer term.

II. Playground Activities. Athletics and games for boys and young men. Organization and management of activities; conduct of tournaments, contests, and exhibitions; duties and practices of officials. Practice Teaching assigned. Spring and summer terms.

III. Principles of Coaching. Selection, training, and conditioning of men. The technique and practice of football, basket-ball, baseball, and track and field athletics. Winter and summer terms.

IV. The Teaching of Physical Education. This is of the nature of a laboratory course conducted chiefly thru use of the Practice Schools.

V. Gymnastics. a. First Quarter. A beginning class in Calisthenics, hand apparatus, and gymnastic marching and games. Fall and spring terms.

b. Second Quarter. A graded course in tactics, apparatus, exercises, tumbling, gymnastic dancing, and Indian clubs. Winter term.

c. Third Quarter. Advanced gymnastic exercises, gymnastic games, classification of pupils, leaders, tests, management of classes.

VI. Athletics. a. Football; b. Basket-ball; c. Baseball; d. Track and field athletics.

PHYSICAL EDUCATION FOR WOMEN

The work in the department of Physical Education for women has for its object Physical Education in its fullest sense, better body control and muscular co-ordination, more active functioning of the vital organs, relief of nervous tension, under which the women of the school usually work, thus helping them to do their work with the least possible waste of nervous energy.

It is an aim of this department to instil into its students a desire for a symmetrical and perfectly developed body. The women are not only taught the basic laws of health, but to appreciate and observe these laws.

An individual record is kept of the bodily weight, the condition of the lungs, heart, spine, throat, eyes, and any individual weakness. The exercises are carefully directed so as not to overstrain and, as far as possible, to correct any deficiency.

The social side of the work in Physical Education is of vast importance, especially to the girl who is away from home for the first time. The friendships formed during the informal intercourse of the gymnasium hour are most lasting. "You get to know the girls in the gymnasium classes."

The women's gymnasium occupies the east wing of Library Hall. It is sixty feet long and thirty-eight feet wide. The office, locker room, and bath rooms adjoin the gymnasium. The equipment is composed of modern pieces of apparatus such as horizontal bar, vaulting bar, horse, giant stride, flying rings, traveling rings, suspended parallels, climbing ropes and poles, a basket-ball court, and piano for the accompaniment of the various exercises. The light gymnastic apparatus includes dumb-bells, Indian clubs, and wands.

In the office of the director are cots for the use of the women in the gym-

nasium classes, it being one of the doctrines of the department that rest, when needed, is as essential as exercise.

The regular course in each class consists of fundamental work on heavy apparatus, intersperst with dumb-bell, Indian club, and wand drills. A course in body building movements, without apparatus, is also given.

I. Gymnastics, First Quarter. The purpose of this course is to give the student a working knowledge of the simple gymnastic positions and terminology. Simple folk dances and games are introduced. Instruction is given in certain phases of personal hygiene.

II. Gymnastics, Second Quarter. In this class more complicated gymnastic exercises are given. Indian club swinging supplements the free exercises of the first quarter. More difficult folk dances are used. Team games are emphasized.

III. Gymnastics, Third Quarter. This work will consist almost entirely of team games. It includes work in theory and practice of gymnastics.

IV. The Teaching of Physical Education in the Practice School. One quarter. Prerequisite: three quarters of gymnastic work.

PHYSICS AND PHYSIOGRAPHY

J. S. STOKES, —————, —————

College Courses

I. Physics. A course for mature students and for those having taken high school Physics. Course embraces the following subjects, named in the order in which they are studied: Mechanics of Solids and Fluids, Wave Motion, Sound, Heat, Light. Three quarters. $7\frac{1}{2}$ hours.

II. Electricity and Magnetism. A course embracing the fundamental principles of these subjects and many industrial applications of the same. Requirement same as for course I; also first quarter of course I or its equivalent. Two quarters. 5 hours.

III. The Physics of Music. A course for students of the course in music. The course is a modification of the work of the second quarter of course I. The physical basis of music is systematically developed by experiment, demonstration, and discussion. One quarter. $2\frac{1}{2}$ hours. Given in the spring quarter.

IV. Physiography. A course comprising first, a study of the physical features of the earth's surface and the physical processes operative in producing them, and then a study of mathematical geography and meteorology, or the physics of the atmosphere.

During the last quarter the student makes a study of the details of the topography of selected portions of the United States, with the objects in view, of observing and localizing numerous illustrations of the processes previously studied, of acquiring knowledge of the relief of his country and of rendering

the teaching of geography and history more efficient. Three quarters. 7½ hours.

High School Courses

I. General Science. A course in the fundamental facts of Physics, Chemistry, Physical Geography, Bacteriology and Biology. The course is intended for students of high school grade and especially for those able to complete but one year of science in a high school course. It is also to prepare teachers of general science and as a course in general scientific information available early in the curriculum. It likewise serves as an introduction to more advanced courses and as an aid in the study of Agriculture. The course is given jointly by the department of Physics and Chemistry. Three quarters. 1 unit.

II. Elementary Course in Electricity. A course in practical electricity, for students whose knowledge of mathematics and mechanical physics is not sufficient for course II.

One quarter. Given every quarter. ½ unit. Open to any one desiring to take it.

RURAL EDUCATION

MARK BURROWS, FLORENCE M. LANE, L. B. SIPPLE, THURBA FIDLER.

Purpose. So important is the work of preparing rural teachers that it is deemed advisable to introduce at this place in the Bulletin some distinct statements as to this department of the institution. From many localities we have insistent demands for professionally prepared rural teachers.

The traditional curriculum for city schools will not do for the up-to-date rural school. The teacher prepared along with those who are to teach in the typical graded school system will not do for the up-to-date rural school. Hence, the Normal School at great expense has a special department with special courses for rural school teachers.

Special Courses. Each special course for a rural teacher must cover the equivalent of the twelve units contained in a high school course of the second class. The time requirement is three years above eighth grade studies. It is not sufficient to offer merely the typical twelve units of a high school course. As may be seen in the following paragraphs, the equivalent of some three or four units in the rural school course must be of a pedagogical character.

Special Rural Certificate. Students who complete in this institution all the subjects mentioned below, or who take a sufficient number of the same in another institution and spend at least six months in this institution and who have otherwise fulfilled the requirements of the state superintendent of schools, will receive from him two years' certificates authorizing them to teach in any rural school of the state. The studies are as follows:

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|---|-----------------|
| Grammar and Composition..... | 3 terms, 1 unit |
| Literature, with Composition..... | 3 terms, 1 unit |
| Farm Accounts, 1 term and Advanced Practical Arithmetic, 2 terms..... | 3 terms, 1 unit |
| Algebra thru Quadratics..... | 3 terms, 1 unit |
| American History..... | 3 terms, 1 unit |
| Civics, 2 terms; Sanitation, 1 term..... | 3 terms, 1 unit |
| Agriculture..... | 3 terms, 1 unit |
| General and Commercial Geography..... | 3 terms, 1 unit |

| | |
|---|-----------------|
| Manual Arts, Fine Arts, Household Arts, Reading, Vocal Music, Physical Education, preferably one term each (one hour a day) | 6 terms, 1 unit |
| Rural School Management, Rural School Methods, Rural Sociology, one term each..... | 3 terms, 1 unit |
| Electives..... | 2 units |
| Total..... | 12 units |

NOTE: After September 1, 1916, the requirements will be raised to 16 units.

NOTE: High school graduates who seek the rural state certificate must take three terms in rural school pedagogy and some review courses in Grammar, Composition, Arithmetic, and American History at least. They must also offer six terms (one hour daily) in Fine Arts, Manual Arts, and other "exercises".

Model Rural School. The Model Rural School on the campus is an important factor in the preparation of rural teachers. Some study and observation of the work done in this rural school is a requirement for graduation from a rural school course.

Rural Sociology Club. Students regularly enroll in the department of rural education are eligible to membership in the Rural Sociology Club, which is organized to popularize the study of rural sociology. It also gives students valuable experience in the managing of clubs and other organizations in rural communities. Meetings are held weekly in the Model Rural School building.

Rural Life Conference. This institution holds annually about the first of October a Rural Life Conference lasting usually three days. At this convention there is a valuable admixture of the actual and intending teachers with people from rural communities. There is combined with the Rural Life Conference each year a stock show in which the premiums amount to several hundred dollars; also bread shows, corn shows, and provisions for entertaining some 200 to 300 children from the farms of Adair County in tents with accompanying facilities for meals outdoors and for appropriate plays and games.

The K. S. N. S. Messenger, a monthly magazine for rural teachers and rural life workers, is published thru the department of rural education. Any Missouri teacher may receive the paper free upon application to the EDITOR MESSENGER, KIRKSVILLE, MO.

Field Specialist in Rural Education. The object in placing such a man in the field is to keep this school in closer touch with Northeast Missouri to the end that it may serve the state better.

With this in mind, the work of the many departments of the school will be brought direct to any community desiring the services of this department.

The "field specialist", Ex-County Superintendent L. B. Sipple, will, so far as possible, hold his services at the command of county superintendents, school boards, teachers, patrons' organizations, clubs, etc. He will deliver addresses, illustrating the work of this school and of the many phases of education by means of the stereopticon. He will visit any community, and advise with the county superintendent, school board, teacher and patrons regarding any educational work in which this school may render service.

He will be especially interested in aiding the community idea and in the establishing of community centers, granges, clubs, etc., in schools or churches.

As a member of the Department of Rural Education his chief attention will be towards rural and village schools and those high schools whose constituency is largely rural. An effort will be made to keep in touch with teach-

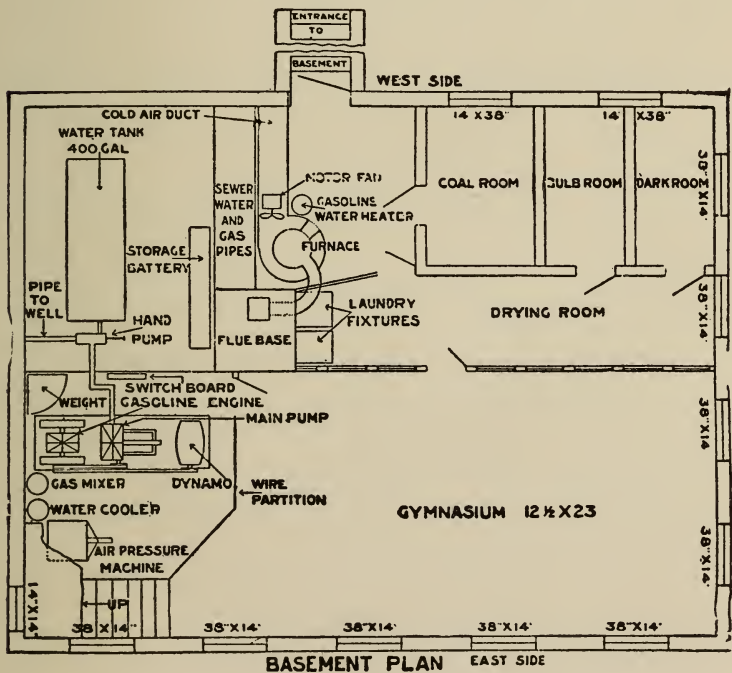
ers going out from this department and thru them together with the county superintendent, patrons and other agencies to assist in the revitalization of rural schools. The theory of education from the class rooms of this school and the demonstrations of the Model Rural School on the campus will be taken direct to the school room in the country to assist in making the rural schools more practical and efficient.

The other members of this department will also assist in the field work as occasion may demand.

THE MODEL RURAL SCHOOL

The Model Rural School building exemplifies the simplest and yet the most complete, practical, and economical architecture ever known anywhere for rural or village schools. The building includes or contains as effective facilities for instruction as the best city schools of our country have. The children are transported from their farm homes several miles away in a covered wagon. The purpose is to solv at least some of the problems of country life.

The one room school will doutless be with us always. The tendency toward consolidated schools can not increase too fast. But the one room school being a permanency, its problems are among the gravest. In solving the one room school problem and the one teacher problem there is little dout that the problem will be solvd for the consolidated rural and village school.



The equipment described in these pages is easily adaptable to buildings of two rooms, three rooms, and more.

Description of Basement Plan. The basement is rectangular. It is 28x36 feet outside measurement—8 feet from floor to ceiling. The floor is concrete underlaid with porous tile and cinders. The tile leads into a sewer.

The walls are of concrete, protected from undue moisture by an outside tile a foot from the walls and averaging 3 to 7 feet beneath the surface of the ground, sloping rapidly into the main sewer. The ditch above the tile is filled with cinders.

The outside entrance to the basement is of concrete with an outside drain thru the lower step into the sewer.

The steps of the outside entrance to the basement and all other steps are of uniform height and tread, about 7 inch riser and 11 inch tread.

The basement has eight compartments: (1) Furnace Room, containing furnace enclosed by brick walls, also cold air duct with electric fan, also gas water-heater; (2) Coal Bin 6x8 feet; (3) Bulb or Plant Room 3x8 feet for fall, winter and spring storage; (4) Dark Room 4x8 feet for children's experiments in Photography; (5) Laundry Room 5x21 feet, with tubs, drain, and drying apparatus; (6) Play Room 13x23 feet; (7) Tank Room, containing a 400-gallon pneumatic pressure tank, storage battery for electricity, hand pump for emergencies, water gage, sewer pipes, floor drain, etc.; (8) Engine Room, containing gasoline engine, water pump, electric generator, switch board, water tank for cooling gasoline engine, weight for gas pressure, gas mixer, batteries, pipes, wires, etc.

The pumps lift water from a well into pressure tank thru pipes below frost line. Gasoline is admitted thru pipes beneath frost line from two 40-gallon tanks underground, 30 feet from building. Rooms are wired for electricity and piped for gas.

Basement in all parts thoroly ventilated.

Description of First Floor Plan. The drawings on page 63 show pretty clearly the school room, toilet rooms, hallways and stairway connections.

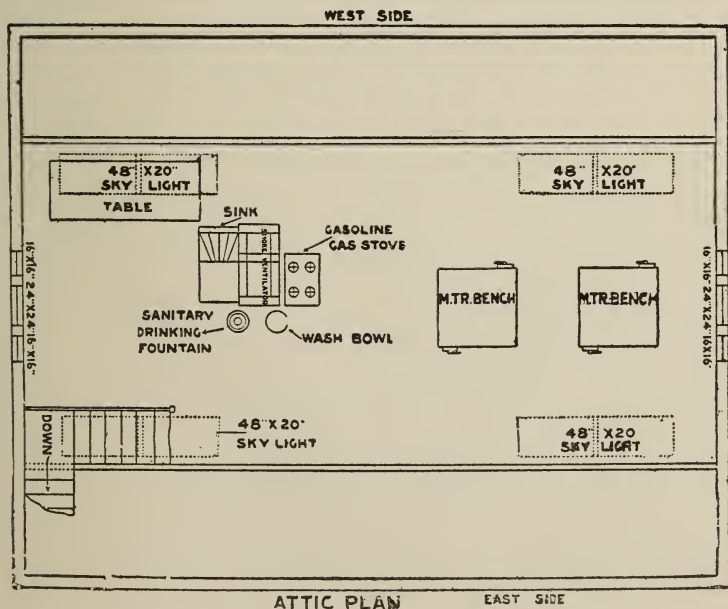
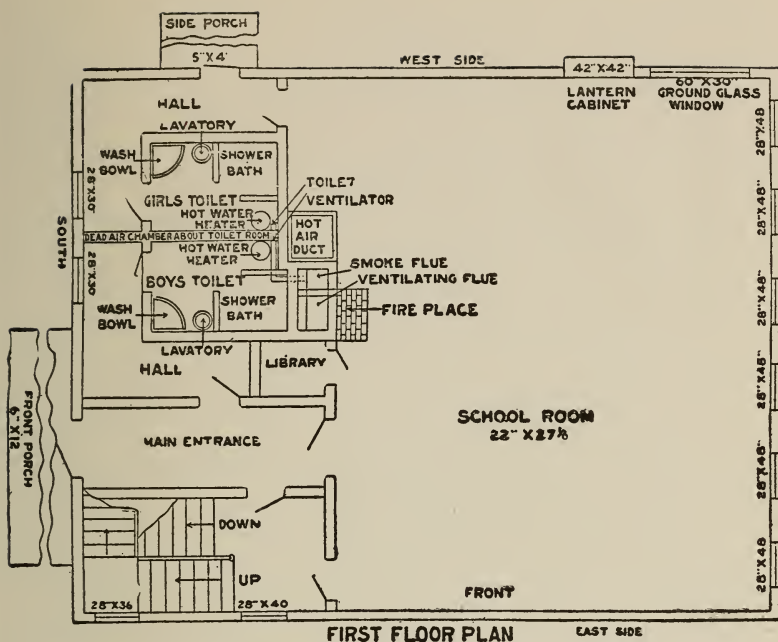
The school room is 23x27 feet in the clear. The children face the east.

Mild light in abundance is admitted from the north or left side of the children; ground glass window at rear admits sunlight for sanitation.

School room has adjustable seats and desks on separate movable platforms; also telephone and teacher's desk. Stereopticon is hung in wall at rear; screen at the front. Alcove or closet on east side for books, teacher's wraps, etc.

The school has a small organ, ample book cases, shelves and apparatus. Pure air enters above children's heads and passes out at floor into ventilating stack thru fireplace. Warm water wall radiators contribute to heating—radiation half, warm air half.

In the drawing observe the toilet rooms: Each one has all ordinary fixtures: Lavatory, wash bowl with hot and cold water, pressure tank for hot water and for heat, shower bath with hot and cold water, ventilating apparatus, looking glass, towel rack, soap box, etc. Each toilet room is reached by a cir-



cuitous passageway furnishing room for children's wraps, overshoes, etc. The scheme is for perfect privacy in toilet rooms. All toilet room walls contain air chambers to deaden sound. Toilet rooms are clean, decent, and beautiful. They are never disfigured with vile language or other defacement.

The main entrance is thru a porch. A small porch is on west side specially for girls. All rooms are wired for electricity and piped for gas. Walls are adorned with pictures. Hallway contains drinking fountain.

Description of Attic Plan. Every rural schoolhouse has an attic but this seems to be the only one whose attic was ever discovered. This attic is 35 x15 feet inside measurement, all in one room as shown by floor plans on following page; distance from floor to ceiling is $7\frac{1}{2}$ feet in middle part.

Attic is abundantly lighted thru gable lights and roof lights. It contains modern Manual Training benches for use of eight or ten children at one time. It has a gas range and other apparatus for experimental cooking. It is furnished with both gas light and electric light.

It has a wash bowl with hot and cold water, looking glass, towels, etc. It has a large sink such as a good kitchen usually contains. It has a drinking fountain but no drinking cup either common or uncommon. It has cupboards, boxes and receptacles for various experiments in Home Economics.

It has a disinfecting apparatus and a portable Chemistry-Agriculture Laboratory, and numerous other equipments. Its utilities will grow in number and improve in quality. It is properly heated and ventilated.

It has a disappearing bed which slides out under the lower roof except when in use.

This attic is from all points of view sanitary.

VISUAL ILLUSTRATION (PHOTOGRAPHY)

MARK BURROWS

The object of this department is to educate prospective teachers in the employment of various means of visual illustration. The work first takes up the use of cameras and other photographic devices. Just enough of the chemistry of photography will be given to enable the student to see a reason for the various processes. Just enough of the mathematics will be utilized to enable the users of cameras and projecting apparatus to estimate intelligently the capabilities of the instruments employed. The elementary principles of photographic processes will then be applied to the making of lantern slides and the operation of projection instruments. Collections of lantern slides, prints, stereoscopic pictures, diagrams, maps, casts, and other forms of illustrative material will be studied. Through the co-operation of the various departments of the school, a classified and indexed collection of negatives is being made. These will be available to teachers and school boards who desire to equip their schools for more effective teaching in literature, history and geography, science, and the arts. In addition to other equipment, this department has lately added a fine cinematograph camera, and a cinematograph for projection.

While the best of apparatus will be at the student's command, yet in a

part of the course he will be encouraged to improvise workable equipment from simple and inexpensive devices near at hand.

This course is open to those about to receive the diploma, the elementary certificate, or the rural state certificate. One quarter. Given every term. $2\frac{1}{2}$ hours.

EXTENSION DEPARTMENT

Three kinds of instruction and study are provided for persons who can not be students in residence as follows: Courses in Correspondence, in Extension Classes, and in Reading Circles. For work done in these courses, credit will be given as if it were done in residence.

Purpose. The general purpose in all of these courses is the same. Some of the persons taking work in some of these courses have already been enrolled in residence in this institution and desire to add to their acquirements while temporarily out of school and engaged in teaching or in other work and expect later to re-enter this school or go to another. There are others who wish to take some advanced work preparatory to their first entrance into an educational institution above the high school. In general, those who want to do non-resident work are ambitious, aspiring persons who are for a time prevented from attending a higher institution of learning because they are teaching or otherwise engaged, and who have in mind to pursue their studies to enable them to graduate, or to secure some additional certificate or diploma. Credit for non-resident work on a subject or two may assist them sooner to accomplish their purpose and to have money sufficient to meet the requirements of attendance.

Amount of Non-Resident Study Credited. It must be conceded that while non-resident work may be well done, it is not desirable to substitute over-much of it for study in residence. Hence the following regulations will be observed:

1. Correspondence and Extension Courses are designed for those whose advancement is equivalent to that of the four-year high school graduate. Others will be admitted only by special permission of the department in which the work is desired.

2. It is recommended that only one course for credit be undertaken at a time by a student whose time and energy must be given largely to other duties, such as teaching.

3. No one will be allowed to enroll in more than two courses at the same time, for which credit may be given.

4. Persons who have full programs of studies in other schools will not at the same time be admitted for credit work in any of the non-resident courses of this institution.

5. Not more than five hours' credit per school year will be given for non-resident study. This means that no one will receive credit for more than two quarters of non-resident study during the year, September to May.

6. Not more than one-sixth of all the work above high school required for any certificate or diploma may be done by correspondence, extension classes, or reading circle study, or any combination of these.

Time for Extension Courses. It is recommended that extension and reading circle classes be formed and correspondence study be started September 15 to November 1, so that the ground may be covered during the year without undue haste, especially so if five hours' credit is desired. By special arrangements with the department giving the instruction, courses may be started as late as January 15, but not later, and only one subject may then be carried.

By Whom Given. Instruction in non-resident study will be given by regular faculty members of the departments. No substitutes will be used. The work for one quarter, which earns two and one-half hours' credit, will be planned so as to consist of ten to fifteen lessons. Various methods in oral and written recitations, reports, reviews, summaries, discussions, etc. will be pursued, and the range of reading and study will be comprehensive.

Cost of Books for Non-Resident Study. Students are expected to furnish their own books for all purposes; but they may obtain a few reference books from the library, all transportation charges being paid by them. A deposit of two dollars with the librarian must be made in advance if library books are to be used, and no books will be sent unless some of this deposit is on hand. At the end of the course, all balances will be refunded. All books or material must be returned in good order or be paid for before credit for the course is given.

Correspondence Courses. Any person who is qualified to pursue successfully any of the branches named below may make application on the blank form hereto attached. This will be referred to the department giving the course.

A fee of six dollars in advance must be sent to the registrar of the school on enrolling for any course.

One fee pays for **one course** ($2\frac{1}{2}$ hours) in any subject within the school year. But if a person enrolls in two subjects in the same department or in different departments, he must pay a **separate fee of six dollars for each course** of $2\frac{1}{2}$ hours' credit.

Postage both ways must be paid by the student on all correspondence, papers, reports, books, etc.

Reports may be made once per week or once in two weeks, as the instructor may direct, but no report is to be made on less than a week's work. The study and reporting should be promptly done so that continuity and interest may not be lost. Fragmentary work and spasmodic efforts are practically valueless in correspondence courses.

If a student is obliged to drop the work for a time or to discontinue it, he should promptly notify the instructor.

No part of the fee will for any cause be returned or credited afterward on any other course either resident or non-resident.

Printed directions for written reports will be furnished each student.

Extension Class Courses. Extension classes may be formed in towns or other convenient centers. All members of any class must be of such age, scholarship, and educational ability as to promise successful study of the

Application for Correspondence Study

To the First District Normal School, Kirksville, Mo.,

Date.....

Name.....

Post-office address.....

Present occupation.....

Amount of draft enclosed \$.....

If at any time enrolld in this Normal School, student will please give the year or years and the number of months in attendance.

Year..... Months attended.....

Year..... Months attended.....

Year..... Months attended.....

Attendance in other schools:

Name of school..... Months attended.....

Name of school..... Months attended.....

Name of school..... Months attended.....

Subjects desired by correspondence.....

The student will please give definit statement of the former studies leading up to those now desired.

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subject undertaken. Others may be admitted for the pleasure and profit to be derived; but no credit will be given upon the records of this institution to persons who can not do satisfactorily all the reading prescribed, make all the written reports, and take all examinations; and no credit will be given to those who do not attend regularly the class meetings and participate in recitations, or to persons taking at the time full programs of study in other schools.

Extension classes regularly meet for two hours' recitations on alternate weeks, and the credit course or term's work will require an average of about six months for completion. The instructor may plan work for weekly meetings of his class between his visits, so as to finish the study in the minimum of ten trips and in about five months.

Only one extension course at a time is to be taken by students having other duties that claim their time and energy, such as teaching; and such persons may not take for credit any other courses by correspondence or in reading circles. However, persons not otherwise employed may have two classes.

The fee is six dollars for each person in each course (2½ hours), provided that sixty dollars shall be the minimum amount raised by the class. The amount paid by any class must be enough fully to cover the expenses of the instructor.

The fee for an extension class course is to be paid to the instructor giving the course and students are to be regularly enrolled not later than the second meeting.

No part of the fee will be refunded or applied on any other charge of the school during the year or afterward.

Extension Courses Offered. Agriculture. Courses on demand.

Chemistry. 2d and 3d quarters in General Chemistry as given in "Kahlenberg's Outlines of General Chemistry"; also any quarter in Analytical Chemistry.

Physical Geography. Courses to be secured on demand.

Physics. Courses to be secured on demand.

Commercial Subjects. 1st quarter Shorthand; Bookkeeping.

English. High school courses (by special permission): American Literature, one quarter; English Literature, one quarter; Rhetoric and Composition, the second quarter in a one-year course.

College courses: American Literature, 1st and 2d quarters; English Literature, 2d and 3d quarters; 19th Century Poetry; Shakespeare; Advanced Composition; any course for teachers by extension class instruction.

German. Any reading or drama course.

History and Government. Courses of college grade as follows: Ancient History, 2d and 3d quarters; English History, 1st and 2d quarters; American Constitutional History, 2d quarter; Advanced Civil Government, one quarter; any course for teachers by extension class instruction.

Latin. Any course that the department offers in Latin of college grade may be taken by correspondence; Beginning Latin and Caesar, in exceptional cases.

Mathematics. Correspondence courses as follows: 1st and 2d quarters of Trigonometry; 1st quarter in College Algebra, Analytic Geometry, and Calculus; any course for teachers by extension class instruction.

Physical Education. Any course in Organized Play and in Physiology.

Professional Courses. The 1st and 2d terms in History of Education; one term in Principles of Teaching; other correspondence courses on demand; Any course for teachers by extension class instruction.

Reading Circle Study and Credits. High School Credit: $\frac{1}{2}$ unit ($1\frac{1}{2}$ quarters) under regulations as follows:

1. Two of the adopted books must be studied. Bagley must be one of them. Cubberly or King may be the other.

2. Each reading circle must contain not less than five nor more than twenty teachers, including the leader.

3. County superintendents appoint leaders.

4. Each circle must hold at least nine meetings, exclusiv of the final examination.

5. There must be at least sixty minutes for each lesson in each book at each meeting.

6. The final examination will be given about April 1 by the County Superintendent at a place designated by him, examination to be on the same day in all counties of the district.

7. Both books should be studied simultaneously. The work is not open to students in school. Regular and systematic preparation for each lesson is required.

College Credits: $2\frac{1}{2}$ semester hours under regulations as follows:

The study must be pursued under teachers of this Normal School as ordinary extension class study or through correspondence courses. Persons desiring credit of college grade should address Mark Burrows, Secretary of Reading Circle Committee.

| CALENDAR FOR 1915 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|----|----|----|----|----|----|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|--|--|--|--|--|--|--|
| JANUARY | | | | | | | FEBRUARY | | | | | | | MARCH | | | | | | | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | | | | | | | |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | |
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| JULY | | | | | | | AUGUST | | | | | | | SEPTEMBER | | | | | | | | | | | | | |
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| CALENDAR FOR 1916 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| JANUARY | | | | | | | FEBRUARY | | | | | | | MARCH | | | | | | | | | | | | | | |
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| OCTOBER | | | | | | | NOVEMBER | | | | | | | DECEMBER | | | | | | | | | | | | | | |
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| 29 | 30 | 31 | .. | .. | .. | .. | 26 | 27 | 28 | 29 | 30 | .. | .. | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 31 | .. | .. | .. | .. | .. | .. | | | | | | | | |



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